UNIVERSITY OUTCOMES SURVEY OF 1976 AND 1979 MANITOBA UNIVERSITY GRADUATES SUMMARY OF MAJOR FINDINGS

December, 1982

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J. B. MacMartin
Universities Grants Commission

J. E. Nykoluk
Department of Labour and Manpower

Co-chairmen
Committee on University Outcomes Assessment

PREFACE

In 1976, the Manitoba Post-Secondary Research Reference Committee recommended that work on university outcomes be initated. A committee on Exploration of Outcomes Indicators was then established by the Universities Grants Commission with responsibility for exploring, assessing and making recommendations on appropriate outcomes indicators pertaining to the universities in Manitoba.

The Committee's mandate was to conduct an exploration of the subject, to provide guidelines for the development of outcomes indicators and to make recommendations on research action. One of the recommendations was to initiate a pilot outcomes study. This study was undertaken at Brandon University in 1978-79. Also, the University of Winnipeg undertook an outcomes assessment study of their former graduates at this same time. In addition, the University of Manitoba undertook an assessment of the area of outcomes indicators and initiated a program of tracking students through the institution and after graduation.

The Committee reconvened to assess the results of the Brandon University pilot project and other initiatives taken on outcomes assessment, to reconsider information needs and to make recommendations on future action.

The Committee recommended to the Universitites Grants Commission that a high priority should be assigned to university outcomes assessment studies as an on-going area of concern during the 1980's. The Universities Grants Commission approached the universities for their concurrence regarding outcomes study. As a result of this discussion, a proposal was prepared, and it was agreed that a study involving all of Manitoba's universities would be undertaken. The Universities Grants Commission established a Committee on University Outcomes Assessment to assist with the development of the project and to provide an opportunity for institutional input.

A survey of university graduates was conducted in the summer of 1981 and the following is a summary report of the major findings. The reader should, however, recognize that this report summarizes only the aggregate survey results. While an analysis of the aggregate information provides an overview of the experiences of university graduates, caution should be exercised in attributing these findings to specific faculties and programs. With some of the variables measured (such as goals and factors important in university development), strong differences among individual programs of study will be evident. For this reason, the survey data base has been made available for analysis at a more disaggregated level than presented in this report.

EXECUTIVE SUMMARY

UNIVERSITY OUTCOMES ASSESSMENT REPORT

A. BACKGROUND

The purpose of this outcomes assessment was to provide information regarding the post-university experiences of graduates for use in the areas of educational planning and management, and for assisting potential students in their career and post-secondary decision-making.

Information was obtained from students who have graduated from university programs in Manitoba in the following areas:

(a) participation in community/professional organizations;
(b) post-education labour market experiences;
(c) continuing education plans and experiences;
(d) critical intellectual development;
(e) personal development resulting from the socio-cultural environment of the university and the educational experience;
(f) satisfaction with changes in job and career; and
(g) background demographic variables.

B. BACKGROUND INFORMATION

1. Characteristics

* 54% of the respondents from 1976 were male and 46% were female; the corresponding figures for 1979 were 49% and 51%, respectively.

* By age group, 61% of the 1976 respondents were 25-29 years of age with the remainder of the respondents 30+ years of age; 33% of the 1979 respondents were 22-24 years of age and 39% were 25-29 years of age.

*Note: Graduates in this survey are categorized by their faculty and degree obtained in the year of graduation selected for the survey, either 1976 or 1979. Many of the graduates (eg. Education), have one or more prior or subsequent degrees, not necessarily in the field of study selected for this survey.

2. Mobility of Graduates

* In the year prior to entering university, 90% of the 1976 respondents were residing in Manitoba; presently 74% of these graduates are currently living in Manitoba.

* In the year prior to entering university, 88% of the 1979 respondents were residing in Manitoba; presently 78% of these graduates are currently living in Manitoba.

* Main reasons cited by respondents from both years for changing their location of residence outside of Manitoba were job offer, better job opportunities and further education.

C. REASONS FOR ATTENDING UNIVERSITY

* Regardless of year of graduation, the most important reasons for attending university were career prospects, interest in broadening knowledge and personal development. Reasons least often stated were: no suitable jobs available when they first enrolled in university and influence of teachers and counsellors.

D. SATISFACTION WITH UNIVERSITY AND PROGRAM CHOICE

* 96% of the graduates of both years indicated they were satisfied with their decision to attend university.

* With regard to program choice, 77% of the 1976 respondents were basically satisfied with their choice while 17% thought that a different program leading to a university degree or diploma would have been more beneficial. The corresponding figures for 1979 graduates were 81% and 14% respectively.

E. LABOUR MARKET OUTCOMES

* The labour force participation rate for 1976 graduates one month after leaving university was 84%, and in July 1981 it had risen to 86%. For the 1979 graduates, the participation rates were 79% one month after graduation and 80% in July 1981.

* The unemployment rate of 1976 graduates one month after leaving the university was 20%, decreasing to 4.3% one year after graduation; in July 1981 graduates

had an unemployment rate of 3.7%. For the 1979 graduates, the unemployment rate one month after training was 18.6%, decreasing to 4.1% one year after graduation. In July 1981, the 1979 graduates had an unemployment rate of 5.4%.

* The median annual earnings of employed 1976 graduates were $23,400. For 1979 employed graduates, the median annual earnings at the time of the survey were $20,600.

* 94% of the employed 1976 and 1979 graduates were working in a full-time job (30 hours per week or more).

* Employed graduates were satisfied with their jobs in general (92% of 1976 and 89% of 1979 graduates were very satisfied or satisfied). About 85% of the graduates indicated that they were satisfied or very satisfied with the following aspects: the status and rank of their position; job security; and the challenge of the job.

* When asked whether they can apply what they had learned in their chosen field to their present job, 94% of the 1976 graduates and 92% of the 1979 graduates indicated that they can apply skills from their chosen field of study to their job.

F. OCCUPATIONS AND INDUSTRIES OF EMPLOYMENT

* Using the Canadian Classification and Dictionary of Occupations major occupations of the employed graduates include: teaching and related occupations (38% of 1976 and 37% of the 1979 graduates); managerial and administrative occupations (13% of both 1976 and 1979 graduates); natural science, engineering and mathematics (11% of 1976 and 14% of the 1979 graduates); social science and related occupations (11% of 1976 and 9% of 1979 graduates) and medicine and health (10% of 1976 and 8% of 1979 graduates).

* The major industry of employment (using the Standard Industrial Classification) for the graduates of both years were: educational service industries (42% of the 1976 and 40% of the 1979 graduates); government service industries (13% of both 1976 and 1979 graduates); health and social service industries (10% of the 1976 and 9% of the 1979 graduates); and business service industries (9% of both the 1976 and 1979 graduates).

G. CRITICAL INTELLECTUAL DEVELOPMENT

In the area of critical intellectual development, graduates were asked to indicate the importance and achievement during their studies of a range of possible factors. In addition, they were asked about their goals while attending university, both the importance of these goals in their university education and the extent of achievement of these goals.

* Regardless of year of graduation, reasoning development (applying of principles of logical thinking to define problems, establishing facts and drawing valid conclusions) and learning development (the development of skills and tools to continue learning in situations following university education) were most often cited by the graduates as being the most important in their educational development at university and were also the areas of greatest achievement of growth. These two factors were closely followed by critical and conceptual thinking (the ability to analyze complex issues, examining contrary views, and integrating information into concepts and ideas). The least often stated factors were: mathematical development, scientific knowledge and aesthetic and cultural factors.

* University graduates were queried as to the importance of several goal areas and the extent of achievement of these goals during their university education. The major goals, in both importance and extent of achievement were the academic goals: to increase knowledge or understanding in an academic field; and, to obtain a degree.

* Preparation for a career was the next major goal cited by the respondents. Of the job or career improvement goals, the most important goal was to improve my knowledge, skills and competencies for my job or career. Most, important of the personal development and enrichment goals was to improve my ability to think for myself and make decisions.

H. CONTINUING EDUCATION PLANS

* At the time of the survey, 28% of the 1976 graduates and 34% of the 1979 graduates were taking further post-secondary education; an additional 34% of the 1976 and 38% of the 1979 graduates were planning to take further education in the next 5 years.

* The first choice institution of almost 60% of those taking/planning further education was the University of Manitoba. An additional 18% of the graduates with post-secondary plans were taking/planning to attend an institution outside of Manitoba.

* The first choice faculty of attendance or plans was Education (35% in 1976 and 24% in 1979), followed by Administrative Studies and Arts (in 1976, 17% and 14% respectively, and in 1979, 15% and 19% respectively).

* The majority (67% in 1976 and 57% in 1979) of those graduates taking/planning continuing education were doing so part-time.

* 48% of the graduates wanted a further degree in their own area of study; 27% wanted a further degree in another area and 12% wanted professional certification (CA, RIA, etc.).

I. SOCIAL, COMMUNITY AND PROFESSIONAL PARTICIPATION

* Many (1/3) of the graduates indicated that they spend up to 10 hours per month participating in social, community and professional organizations. Recreation, sports or community organizations was the one area in which a considerable number of participating graduates (41%) spent 10 or more hours per month.

* Also, many graduates held positions or offices in community, social or professional organizations. A cumulative total of 2,600 positions were held by 1976 graduates and a total of 2,000 positions were held by 1979 graduates.

SUMMARY HIGHLIGHTS OF
UNIVERSITY OUTCOMES ASSESSMENT

CHARACTERISTIC	UNIT	YEAR OF GRADUATION 1976	1979
A. Total in Survey	N	4,747	4,966
Male*	N	2,569	2,419
Female*	N	2,157	2,533
B. Labour Force (as a % of Total in Survey)			
1. One month after graduation	%	84.4	79.1
2. One year after graduation	%	84.1	76.5
3. July, 1981	%	86.4	80.1
C. Unemployment (as a % of Labour Force)			
1. One month after graduation	%	20.0	18.6
2. One year after graduation	%	4.3	4.1
3. July, 1981	%	3.7	5.4
D. Median Annual Income**	$	23,400	20,600
E. Presently Living in Manitoba**	%	74.1	78.4
F. Satisfaction with Job**	%	92.2	88.8
G. Extent of Application of University Skills in Job** (Great or Some Extent)	%	93.7	91.9
H. Presently Taking/Planning Further Education	%	62.0	71.6
I. Satisfaction with Decision to Attend University	%	95.8	96.7
J. Satisfaction with University Program Choice (Satisfied with choice)	%	76.9	81.0

* May not add up due to persons not responding to this question.

** At the time of the Survey.

CHAPTER 1

INTRODUCTION

1.1 Background

Preliminary work on university outcomes research in Manitoba began in 1976 with the formation by the Universities Grants Commission of the Committee on Exploration of Outcomes Indicators. A pilot outcomes study was undertaken by this committee in 1978 - 1979. Based on a review of the results of the pilot study, the Committee recommended to the Universities Grants Commission that a university system-wide study on outcomes be undertaken.

As a result, a survey of university graduates from the years 1976 and 1979 was conducted in 1981.

1.2 Objectives of the Study

The purpose of this outcomes assessment was to provide information regarding the post-university experiences of graduates for use in the areas of educational planning and management and for assisting potential students in their career and post-secondary decision-making.

The basic objective of the study was to collect and analyze information from students who have graduated from university programs in the province. Areas of information included:

(a) participation in community/professional organizations;
(b) post-university labour market experiences;
(c) continuing education plans and experiences;
(d) critical intellectual development;
(e) personal development resulting from the socio-cultural environment of the university and the educational experience;
(f) satisfaction with changes in job and career; and
(g) background demographic variables.

1.3 Methodology

The survey population included graduates from University of Manitoba, University

of Winnipeg and Brandon University as well as College Universitaire de Saint Boniface. Graduates from February, May and October in 1976 and 1979 were included in the overall survey population. Graduates from all faculties and degree or certificate levels were included. A 50% random sample was taken from the following faculties with 75 graduates or more: Agriculture, Arts, Science, Human Ecology, Law, Physical Education and Graduate Studies (M.A., M. Ed., M. Sc.) graduates. Since in past studies almost all education graduates were teaching, a 25% random sample was taken from the Faculty of Education graduates. For the other faculties with small numbers of graduates, the total population was surveyed. All graduates with out of country addresses were removed from the survey population.

A mail survey technique was utilized with three questionnaire mailings. Graduates who had failed to respond to the first mailing were sent two additional surveys. The first mailing was undertaken in June, 1981. It should be noted that a national postal strike interrupted the questionnaire mailings. Thus, the two other mailings were undertaken in August and September.

A list of definitions as well as a copy of the questionnaire used is included at the back of this report.

1.4 Response Rates

A total of 6,131 questionnaires were mailed. Of these, 3,025 were 1976 graduates and 3,106 were 1979 graduates. The overall response rate was 46%; response rates by year of graduation were 42% and 50% for 1976 and 1979 respectively (Table 1, Appendix A, Page 21)

1.5 Sample Weighting

The sample was then weighted by year of graduation, faculty and type of degree, to reflect the actual population of graduates in both 1976 and 1979. Table 8 and Table 9 indicate the number of graduates by institution and year of graduation. Checks of consistency were made between the weighted and unweighted samples.

CHAPTER 2

BACKGROUND INFORMATION

2.1 Gender

A change was evident in the male/female composition of 1976 and 1979 graduates who responded (Figure 1, Appendix B, Page 50). In 1976, 54% of the graduate respondents to the survey were male and 46% female. For 1979 respondents, females accounted for 51% of the graduates and males 49%. This would seem to follow a general trend to a greater percentage of female participation in university programs.

2.2 Age

At the time of the survey, respondents who graduated in 1976 were mainly in the 25 - 29 years of age category, while 1979 graduates were approximately evenly divided between 20 - 24 years of age and the 25 - 29 years of age group (Figure 2).

The median age of the graduates was 28 years for 1976 graduates (mean of 31) and 26 for 1979 graduates (mean of 29). At time of graduation, the median age of 1976 graduates was 23 (mean of 26) and for 1979 graduates it was 24 (mean of 27).

2.3 Socio-Economic Status

2.3.1 Socio-Economic Status of Parents/Guardians

Socio-economic status (SES) for this report is measured in terms of the prestige or social standing of occupations.

In 1965 Peter C. Pineo and John Porter developed scores for 204 census occupational titles based on the prestige of the occupation. Based on this work Blishen and McRoberts (1976) developed occupational prestige scores for the remaining census occupational titles. These prestige scores were based on levels of education and income typical of members of a census occupation as reported in 1971.

For this study, occupations of parents/guardians and graduates obtained from the questionnarie were coded using the Canadian Classification and Dictionary of Occupations. These occupations were then assigned a prestige score based on Blishen's revised index. Prestige scores ranged from 79 for occupations such as doctors, architects, and administrators to 14 for occupations such as fishermen and hunters.

The range of prestige scores was then sub-divided into three groups: high SES, prestige scores 55 to 79; medium SES, prestige scores 35 to 54; and, low SES, prestige scores 14 to 34.

It is evident from Table 2 that the highest percentage of graduates, approximately 40% for both years, come from high SES family backgrounds.

2.3.2 Socio-Economic Status of Employed Graduates

The findings on socio-economic status of employed graduates are similar to those of the previous section (Table 3). Status is based on the prestige rating of their parents or guardians.

A higher percentage of 1976 and 1979 employed graduates were in the high SES category as compared to the medium and low SES categories; the distribution of females between the three categories changed in 1979 with a large percentage of females in the high SES category; and, between sexes, there was a higher percentage of females in the high SES category than males.

2.3.3 Actual Socio-Economic Status of Employed Graduates

Table 4 indicates the socio-economic status of employed university graduates, based on their job at the time of the survey. As would be expected for university graduates, in excess of 75% of the graduates are in the high socio-economic status group.

It should be noted, when compared with table 2, that a significant increase in socio-economic status has taken place from the parents to their children. The majority of these children are now in the high socio-economic status category.

2.4 Parents Level of Education

Table 5 presents the parents level of education for 1976 and 1979 graduates. Regardless of year of graduation, the percentage distribution of the mothers of graduates on the various educational level is about the same; about 68% had a complete high school education or less, 20% have some post-secondary education and 12% were university graduates. For fathers of graduates, about 60% had a complete high school education or less, 18% had some post-secondary education and 22% were university graduates.

This study's results on parental levels of education are similar to those reported by Von Zur-Meuhlen (1978) for Canada in general where 63% of the fathers and 69% of the mothers had a high school education or less.

It is important to note how closely the general education of the parents of these graduates matches that of the population as a whole, leading one to conclude that students attending university are from all backgrounds, not just the children of those parents who had attended university themselves.

2.5 Mobility

2.5.1 Mobility of Graduates

Graduates surveyed were asked where they were living in the year prior to entering university and where they were living at the time of the survey (Tables 6 and 7).

In the year prior to entering university, 90% of the 1976 graduates were residing in Manitoba. By geographic region of Manitoba, 65% of these graduates lived in Winnipeg; the next highest region was the Southwest, 8%. The North region had the fewest number of graduates, 2%.

At the time of the survey, 74% of the 1976 graduates were living in Manitoba. Fifty-three percent resided in the Winnipeg region, 6% in the Southwest; the smallest percentage of graduates, 2%, lived in the Parklands region.

In the Statistics Canada survey* of 1976 university graduates, it was found that 15.9% of the graduates had moved from Manitoba to another province during the period 1976-78, with 7.3% entering from other provinces for a net loss of 8.6% overall. An additional 5.6% had moved outside of Canada. In this study, it was found that 26% of the 1976 graduates had moved to another province or outside of Canada at the time of this survey, 1981.

For 1979 graduates, 88% were residing in Manitoba in the year prior to entrance to university. Sixty-four percent lived in Winnipeg, 6% lived in the Southwest and 2% lived in the North.

At the time of the survey, 78% of the 1979 graduates were living in Manitoba; 59% resided in Winnipeg and 4% in the Southwest.

As expected, male 1976 and 1979 graduates were more mobile than female graduates.

The provinces to which most of the graduates migrated were Alberta, Ontario and British Columbia (Table 8).

2.5.2 Reasons for Moving Outside Manitoba

Graduates surveyed were asked to indicate the main reason why they had moved outside Manitoba (Table 9). The 1976 graduates most often cited "job offer" as the reason for moving; the second most often cited reason was "to further education". These two reasons were ranked reversely for 1979 graduates. While 1976 graduates indicated "better job opportunities" as the third reason for moving, 1979 graduates indicated "personal reasons" (marriage, health).

* The 1978 Statistics Canada survey of 1976 graduates (National Graduate Survey) with report by Clark and Zsigmond, 1981.

2.5.3 Reasons for Moving Within Manitoba

As with graduates who moved outside Manitoba, "job offer" was the most often cited reason by 1976 and 1979 graduates for moving within the province (Table 10). Differences exist in the second and third most important reasons. For 1976 graduates, the second most important reason for moving ("better job opportunities") was closely associated with the first reason, (i.e. both reasons are job oriented); "personal reasons" was the third most important. However, 1979 graduates appeared to be concerned with their continued education, as "further education" was the second most important reason, closely followed by "better job opportunities".

2.6 Reasons for Attending University

Graduates surveyed were asked to respond to a list of reasons for attending university by indicating the importance of each reason. Table 11 gives the mean rating for each of the reasons and the percentage of students indicating the reasons as "important" and "very important". One interesting point to note is the strong stability of response between 1976 and 1979 graduates, with identical mean importance for each reason for both graduating groups.

Regardless of year of graduation, the reasons most often cited as being important or very important for attending university were interest in broadening knowledge, career prospects and personal development. Reasons least often cited were influence of high school teachers and counsellors and no suitable job available upon leaving high school.

The single most important reason for attending university was career prospects (Table 12).

These reasons for attending university are similar to those of graduates surveyed by Anisef (1980) who found that when university graduates were asked to indicate the basis for choosing their major or program of study, interest in area, good employment prospects, high income prospects and career advancement prospects were most frequently cited as very important or important.

Russell and Warrack (1978) found in their survey of 5,000 high school graduates that the major reasons for taking post-secondary education were

to obtain a degree, to get a better and more interesting job, and to get a general education. The main reason for choosing a particular program of study included their view of the program as challenging and interesting and the good job opportunities offered. The Secretary of State (1976) found that the major reasons for choosing a particular program included broadening knowlege, career advancement, other (influence of parents, teachers and friends) and employment and income prospects.

2.7 Institute of Graduation

Table 13 shows the total number of graduates by year of graduation and by institution. The majority of the 1976 and 1979 graduates came from the University of Manitoba, 85% and 79% respectively.

2.8 Faculty of Graduation

Regardless of year of graduation, Education and Arts account for approximately 80% of the 1976 and 1979 graduates (Table 14). Science and Graduate Studies accounted for another 20% of the graduates.

2.9 Satisfaction With University and Program Choice

For both years, 96% of the graduates indicated they were satisfied with their decision to attend university. This is higher than the results obtained by Anisef. In his survey, 80% of the respondents indicated that they were very or somewhat satisfied with their university experience. One possible cause for the difference may be due to the different scales used in both surveys.

With regard to graduates' satisfaction with their choice of university program, 77% of the 1976 graduates were basically satisfied with their choice while 17% thought that a different program at university would have been more beneficial. The corresponding figures for 1979 graduates were 81% and 14% respectively (Figure 3).

In a study of 1976 university graduates surveyed in 1978, Clark and Zsigmond (1981) found similar results; 75% of the Manitoba university graduates were satisfied with their choice of study.

CHAPTER 3

CRITICAL INTELLECTUAL DEVELOPMENT AT UNIVERSITY

This chapter of the report will review the critical intellectual development and growth in this area of university graduates while at university. Two important areas were considered for this section. Graduates were asked to review their educational development at university, and to indicate the importance of several factors during their development, as well as to indicate the extent to which they have achieved growth in these factors during their stay at university. The second important area concerned a review of the goals of students while at university, the importance of these goals, and the extent to which these goals were achieved during their university studies.

3.1 Factors Important To Educational Development At University

University graduates were asked by the survey to review eight different factors, and consider both the importance of these factors and the achievement of growth in these factors during their time at university. These factors included: communication skills: writing and speaking effectively, clear, correct effective communication; mathematical development: understanding and applying mathematical and statistical techniques or concepts; reasoning development: applying principles of logical thinking to define problems, establish facts and draw valid conclusions; scientific knowledge: understanding and applying scientific principles and methods; aesthetic and cultural: awareness and appreciation of literature, arts, music and drama of your own culture and others; social growth: developing an understanding and skills to live and interact satisfactorily with others; learning development: developing skills and tools to continue learning in situations following university education; critical and conceptual thinking: analyzing complex issues, examining contrary views, and integrating information into concepts and ideas.

The importance of the factors was rated on a four point Likert scale. In terms of their importance, the two major factors were reasoning development and learning development (Table 15). The next most important of the factors were critical and conceptual thinking and communication skills. Of these factors, the least important were mathematical development, aesthetic and cultural and scientific knowledge. Table 15 reviews the importance of these factors in the educational development of graduates at university.

Graduates were also asked to indicate the extent of growth in these factors on a five point scale from "not at all" to "to a great extent". The same two factors were of major importance: reasoning development and learning development with critical and conceptual thinking and communication skills showing the next greatest level of development, as they were in terms of their importance in their educational development. Social growth was of equal importance to communication skills in both level of importance to the university graduates and in terms of growth. The least important factor in terms of growth was mathematical development (Table 16).

3.2 Goals While At University

University graduates were asked to indicate the importance of sixteen goals statements from five major areas: academic goals, career preparation goals, job or career improvement goals, social and cultural goals, and personal development and enrichment goals.

University graduates were asked to indicate the importance of these goals on a four point scale from "not important" to "very important", and the achievement of these goals on a five point scale from "not at all" to "to a great extent".

In terms of the importance of these various goal statements, the most important goal was the academic goal "to increase my knowledge or understanding in an academic field", with the next most important being "to obtain a degree". Of next importance was the career preparation goal of "preparing for a career", next the job or career improvement goal of "to improve my knowledge, technical skills and competencies for my job or career", followed by the personal development and enrichment goal "to improve my ability to think for myself and make decisions". Of least importance of all of the goal statements were the several social and cultural goals such as "to meet people and make friends"; "to increase my appreciation of art, music, literature, and other cultural expression"; "to increase my understanding of different philosophies, cultures and ways of life"; and "to become involved in social and political concerns". Table 17 outlines the importance of these sixteen different goals from these five major goal areas.

The university graduates were also asked to indicate the extent to which they have achieved these sixteen goals while at university. As expected, the goal with the largest level of achievement by the graduates surveyed was "to obtain a degree". In terms of extent of achievement, the next most important goal was the academic goal "to increase my knowledge and understanding in an academic field". This was closely followed by the personal development and enrichment goal "to improve my ability to think for myself and to make decisions", and the goal "to increase my desire and ability to undertake self-directed learning" with the goal statement "to increase my self-confidence" slightly lower. Other goals of importance were the career preparation goal "to prepare for a career"; the job or career improvement goal "to improve my knowledge, technical skills and competencies for my job or career"; and the academic goal "to prepare for further education". Least important of all of the goals were the social and cultural goals; "to become involved in social and political concerns" was the least important goal. Table 18 outlines extent of achievement of these various goals while attending university.

In their study of 1978, Russell and Warrack found that the major goals of students attending post-secondary education included "to help identify and develop personal interests, aptitudes and talents", "to develop critical intellectual skills for problem solving and learning", "to acquire a general well rounded education" and "to discover your vocational interests". Least important was "to prepare for participation in social, political or cultural life".

CHAPTER 4

POST-EDUCATION LABOUR MARKET ACTIVITIES

Chapter Four will deal with the post-education labour market activities of the university graduates. Graduates were asked several questions concerning what they had been doing since their graduation. They were also asked if their university degree was required in their job, the extent of use of university skills in their job, how important it was to them to find a job related to their field of studies, level of job satisfaction, annual income, and industry and occupation of employment.

4.1 Labour Market Outcomes

Graduates were asked to review their post-education employment activities for the time period one month after graduation, one year after graduation and at the time of the survey. For the 1976 graduates, the participation rate one month after graduation was 84% and unemployment rate was 20%. For the 1979 graduates their participation rate one month after graduation was 79% while their unemployment rate was 18.6% (Table 19, Figure 4). Definitions of participation rates and unemployment rates are listed in Appendix B.

One year after graduation, the 1976 graduates had a participation rate of 84% while the unemployment rate had dropped to 4.3%. For the 1979 graduates the labour market partcipation rate one year after graduation was 76.5% while their unemployment rate had dropped to 4.1% (Table 19, Figure 5). In July of 1981, 1976 graduates had a labour force participation rate of 86% and an unemployment rate of 3.7%. The 1979 graduates had an unemployment rate of 5.4%, while the participation rate had risen to 80% (Table 19, Figure 6). Table 19 outlines in detail the labour force activity of these graduates for these various time periods.

The labour force activity of these graduates has also been tabulated by gender. This information has been outlined in Table 20.

Actual labour force statistics for both Manitoba and Canada for various survey time periods are listed in Appendix A. For example, one year after graduation, the participation rate of 1976 graduates was 84.1%, compared to 61.8% for Manitoba, while the unemployment rate was 4.3%, compared to 5.2% for the province. The 1979 graduates one year after graduation had a participation rate of 76.5%, compared to 65.2% for the province and an unemployment rate of 4.1%, compared to 5.6% for the province.

These statistics generally indicate that while graduates may not always be able to find a job immediately in the first month after graduation, almost all graduates are working one year after graduation. In addition, their level of participation is significantly higher than for the Manitoba population in general and one year after graduation, their unemployment rate is lower than for the Manitoba population in general.

In July of 1981, 1976 graduates had an unemployment rate of 3.7% and for 1979 graduates the rate was 5.4%, compared to a provincial rate of 6.1%.

Clark and Zsigmond (1981) in their survey of 1976 graduates in 1978, found an unemployment rate of 17% for 1976 Manitoba university graduates one month after their graduation, similar to the rates found by this study. In the 1980 Ontario University graduate survey of 1979 graduates, a higher rate of unemployment one year after graduation (4.9%) was found, as well as a slightly higher participation rate, than for the graduates in this study.

4.2 Requirement of Degree In The Job

Graduates were asked to state whether the specific job they were employed in at the time of the survey required the degree they had obtained. A total of 59% of the 1976 graduates and 58% of the 1979 graduates indicated that the job in which they are employed required their specific degree. In addition, 22% of the 1976 graduates and 19% of the 1979 graduates indicated that their job required a university degree, but not in any particular field of study. The remaining 19% of the 1976 graduates and 23% of the 1979 graduates indicated that the job in which they were employed did not require a university degree (Figure 7).

The 1981 Ontario University graduate study found that 40% of the graduates indicated that no university degree was required in their job.

4.3 Extent of Skill-Use In The Job

Graduates were asked whether they can apply what they have learned from their chosen field of study to their job. To this end, 62% of the 1976 graduates and 56% of the 1979 graduates indicated that they could apply what they have learned to a large extent. Also, 31% of the 1976 graduates

and 36% of the 1979 graduates indicated that they can apply to some extent on the job what they had learned from their chosen field of study. Only 6% of the 1976 graduates and 8% of the 1979 graduates indicated that they are not able to apply what they had learned from their chosen field at all in their jobs (Figure 8).

4.4 Importance of Finding A Job Related To Field of Study

Graduates were asked whether it was important to them when looking for their current job, to find a job which was related to their field of study. Of the 1976 graduates, 73% indicated that it was important while 70% of the 1979 graduates indicated that this was important. A further 18% of the 1976 graduates and 23% of the 1979 graduates indicated that this was desirable but not necessary. On the other hand, 9% of the 1976 graduates and 7% of the 1979 graduates indicated that this was not important to them (Figure 9).

Clark and Zsigmond (1981) found that 84% of the Manitoba university graduates indicated that finding a job related to their field of study was important to them. Clark and Zsigmond also found that 46% were in a job directly related to their field of study and 35% in a job partially related.

4.5 Job Satisfaction

Graduates were queried as to their satisfaction with their job in several areas. They were asked about their job in general, their salary and earnings, their status and rank of their position, their involvement in decision-making participation in the firm or organization, their promotion and career opportunities of the job, their job security and the challenge of the job. They were asked to respond on a four point scale from "very dissatisfied" to "very satisfied". The mean responses of the graduates were then collated and are listed in Table 21.

When asked about their job in general, this was the main area of satisfaction. Overall 90% of the graduates were satisfied or very satisfied with their jobs. The next highest area of satisfaction was with the challenge of the job, with 85-88% of the graduates being very satisfied or satisfied with this area.

Other areas of importance to the graduates were salary and earnings, status and rank of the position, and the security of the job with about 80% of the graduates satisfied with these areas. The area of least satisfaction of the graduates (about 70% of the graduates) was with their promotion and the career opportunities of their job. The study by Clark and Zsigmond (1981) found that 86% of Manitoba graduates were satisfied with their job, and 81% were satisfied with their salary. In the Ontario graduate study (1981) two-thirds were satisfied with their salary, 67% with their opportunity for advancement, and 78% with personal initiative on the job.

4.6 Median Annual Income

Graduates were asked to indicate their median annual income from their jobs on a twenty-one point scale which categorized various levels of income from less than $7,000 a year to $35,000 or more per year. These responses were then analyzed and medians calculated from the distribution of responses in the various income categories. Table 22 indicates the median annual income by faculty but disaggregated by gender for each year of graduation.

Overall, the 1976 graduates had a median annual income of $23,400, with males earning $24,600 and females earning $22,000. For 1979 graduates, the annual income was $20,600 overall, with males earning $22,700 and females $19,600 (Figure 10). The Ontario study (1980) indicates a gap of $2,900 between men and women in their income levels.

By faculty, graduates of Fine Arts had the lowest annual income for 1976 and 1979. As one would expect, the faculties of Dentistry, Law and Medicine had the highest annual incomes in 1976, with Dentistry and Medicine having the highest incomes in 1979 (in excess of $35,000 per year). The next highest faculty in both 1976 and 1979 was Graduate Studies.

4.7 Industry of Employment

Graduates were asked to indicate the industry of employment of their job. This industry was then coded using the Standard Industrial Classification of Industries from Statistics Canada.

In terms of industries, both 1976 and 1979 graduates were most likely to be employed in educational service industries (about 40%), with the next highest being government service (about 13%), health and social services (9%) and

business service (accounting firms, computer firms, law firms, management consulting etc.) (9%). Table 24 outlines the various industries of employment, and the number of graduates employed in each of these areas.

The Ontario graduate studies found that over 70% of their university graduates were employed in the service sector of the economy. Similarily Clark and Zsigmond (National Graduate Study, 1978) found that the major industries of employment were education and related, business services, health and welfare services and government services (69% for Manitoba).

For Canada as a whole, the National Graduate study (1978) found that 41% of graduates were employed in education and related services, 9% in services to business and management, 8% in health and welfare services, and 11% in federal and provincial administration.

The 1979 Ontario study found that 48% of graduates were in community, business and personal service industries (schools, hospitals, social services, restaurants, etc.) 16% were in manufacturing and 9.6% in government services.

4.8 Occupations of Graduates

Graduates were asked to indicate their occupation in which they are working in their present job, and also the first occupation they had been employed in. These occupations were then coded using the Canadian Classification and Dictionary of Occupations from the Canada Employment and Immigration Commission. In terms of occupations, both 1976 and 1979 graduates, the major occupations were in the area of teaching and related (between 30 - 40% of all of the employed graduates). Next largest occupations of employment were in the areas of social science and related (about 10%), natural science, engineering and mathematics (12-13%), managerial and administration (8-13%). Details of the occupations of graduates are outlined in Table 25.

The study by Clark and Zsigmond of 1976 graduates surveyed in 1978, found that education and related service was the greatest single source of jobs (30%) for Manitoba univeristy graduates. For all of Canada, 30% of graduates were employed in teaching and related occupations, 7% senior and middle managers and 7% as management support (accounts, financial management, etc.), and 5% as architects and engineers.

CHAPTER 5

CONTINUING EDUCATION PLANS

5.1 Presently Taking or Planning Further Education

At the time of the survey, 28% of the 1976 graduates and 34% of the 1979 graduates were taking further post-secondary education (Figure 11). An additional 34% of the 1976 graduates and 38% of the 1979 graduates were planning to take further education in the next five years. The majority of these graduates (62%) would enroll part-time.

5.2 Institution of Present or Planned Enrollment

The first choice institution of 60% of those graduates planning or presently enrolled in further education was the University of Manitoba. Approximately 22% of the graduates planning or presently enrolled in further education would do so outside Manitoba or Canada (Table 26).

5.3 Further Education Program of Studies

The Faculty of Education was most often cited by 1976 and 1979 graduates as the program of study for those presently enrolled in or planning further education. This was followed by Administrative Studies and Arts (Table 27).

The major reason for attending Education as the number one faculty for further studies is due to the fact that the pay of teachers is directly tied to the number of courses and degrees which they have obtained.

5.4 Type of Further Education

Approximately 80% of those graduates of both years presently enrolled or planning further education wanted a further degree in their field of study (Table 28). Twenty-two percent of the 1976 graduates and 31% of the 1979 graduates indicated that they wanted to obtain further degree in another area of study; about 12% of graduates from both years wanted to obtain professional certification (CA, RIA, etc.).

CHAPTER 6

SOCIAL, COMMUNITY AND PROFESSIONAL PARTICIPATION

Graduates were asked a series of questions concerning their participation in organizations such as community, sports or recreation, service groups, political/civic affairs and professional and work related organizations. The graduates were asked to indicate the amount of time they spent each month and whether they held any positions or offices.

The percentage of graduates participating in the various groups varied by year of graduation and type of group and organization of participation (Table 29). In order of importance, 62% (1979) and 65% (1976) of all graduates participated in recreation, sports or community activities, 47% (1979) and 54% (1976) participated in professional organizations, 41% (1976) and 43% (1979) in special interest groups, 35% (1979) and 37% (1976) in work related organizations, 32% (1979) and 34% (1976) in political/civic organizations.

The largest level of participation of both 1976 and 1979 graduates in the category of up to 10 hours per month was in the professional organizations with the second largest amount of time spent in participation in recreation, sports or community groups. Of those graduates who participated 10 hours or more per month, most were participating in recreation, sports or community organizations.

Graduates who were participating in various organizations were also asked whether they held positions within their organizations, for the 1976 graduates, 34% held positions in recreation, sports or community organizations, 25% in special interest organizations and 23% in professional organizations. For the 1979 graduates, 30% held positions in recreation, sports and community organizations, 19% in special interest groups and 15% in professional organizations.

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TABLE 1

UNIVERSITY OUTCOMES SURVEY RESPONSE RATES

Institution	Year of Graduation							
	1976				1979			
	Number Surveyed	Non-Locates	Total Response	Response Rate (%)	Number Surveyed	Non-Locates	Total Response	Response Rate (%)
University of Manitoba	2,383	154	870	39.0	2,366	143	1,070	48.1
University of Winnipeg	272	-	147	54.0	355	-	208	58.6
Brandon University	303	10	158	53.9	316	8	169	54.9
College Universitaire de Saint Boniface	67	1	31	46.2	69	3	37	56.1
Total	3,025	165	1,206	42.2	3,106	154	1,484	50.3

Source: University Outcomes Survey

TABLE 2

SOCIO-ECONOMIC STATUS OF
PARENTS OR GUARDIAN

Level	Year of Graduation							
	1976				1979			
	Male		Female		Male		Female	
	N	(%)	N	(%)	N	(%)	N	(%)
Low SES	659	31.4	533	31.7	617	29.4	544	26.7
Medium SES	610	29.1	437	26.0	639	30.5	535	26.2
High SES	829	39.5	710	42.3	842	40.1	961	47.1

Source: University Outcomes Survey

TABLE 3

SOCIO-ECONOMIC STATUS

EMPLOYED GRADUATES*

	Year of Graduation							
	1976				1979			
	Male		Female		Male		Female	
	N	(%)	N	(%)	N	(%)	N	(%)
Low SES	589	33.6	447	34.4	505	32.2	440	29.4
Medium SES	484	27.7	330	25.4	463	29.5	371	24.9
High SES	677	38.7	521	40.1	601	38.3	683	45.7

Source: University Outcomes Survey

*Based on the occupation of their parents or guardians.

TABLE 4

SOCIO-ECONOMIC STATUS AT TIME OF SURVEY*

SES	1976		1979	
	Male	Female	Male	Female
Low	7.8%	2.9%	7.9%	2.9%
Medium	9.3%	22.5%	14.6%	22.4%
High	82.9%	74.5%	77.5%	74.7%
Total	2182	1694	1858	1864

Source: University Outcomes Survey

*Based on their actual occupation at the time of the survey.

TABLE 5

PARENTS LEVEL OF EDUCATION

LEVEL OF EDUCATION	YEAR OF GRADUATION							
	MOTHER				FATHER			
	1976		1979		1976		1979	
	N	%	N	%	N	%	N	%
Grade 8 or Less	1070	22.9	1099	22.7	1360	29.2	1286	26.6
Some High School	1057	22.6	988	20.4	878	18.9	860	17.8
High School Graduate	1074	23.0	1150	23.8	649	13.9	691	14.3
Some Post-Secondary (University or College)	1010	19.5	972	20.1	744	16.6	917	19.0
University Graduate	558	11.9	626	12.9	992	21.3	1078	22.3

Source: University Outcomes Survey

TABLE 6

MOBILITY OF 1976 GRADUATES

Region at Time of Entry to University		Region at Time of Survey									Total
		South East	North Central	South Central	Interlake	Winnipeg	South West	Parklands	North	Outside Manitoba	
South East	#	58	7	0	2	47	2	2	3	53	175
	%	(33.1)	(4.3)	(0.0)	(1.3)	(26.8)	(1.1)	(1.3)	(1.8)	(30.4)	(3.7)
North Central	#	5	51	13	3	27	2	0	0	24	126
	%	(4.1)	(40.6)	(10.6)	(2.8)	(21.5)	(1.4)	(0.0)	(0.0)	(19.0)	(2.7)
South Central	#	9	0	51	11	18	0	0	0	20	109
	%	(7.9)	(0.0)	(47.1)	(10.4)	(16.2)	(0.0)	(0.0)	(0.0)	(18.4)	(2.3)
Interlake	#	0	10	6	59	51	8	0	0	48	183
	%	(0.0)	(5.4)	(3.5)	(32.1)	(28.1)	(4.5)	(0.0)	(0.0)	(26.4)	(3.9)
Winnipeg	#	36	63	40	29	2048	39	28	38	712	3034
	%	(1.2)	(2.1)	(1.3)	(1.0)	(67.5)	(1.3)	(0.9)	(1.3)	(23.5)	(64.6)
South West	#	7	22	0	2	66	181	18	11	60	368
	%	(2.0)	(6.0)	(0.0)	(0.5)	(17.9)	(49.3)	(4.8)	(3.1)	(16.3)	(7.8)
Parklands	#	0	6	0	4	47	16	36	17	28	153
	%	(0.0)	(3.7)	(0.0)	(2.4)	(30.7)	(10.3)	(23.4)	(11.0)	(18.4)	(3.3)
North	#	0	0	0	0	13	4	0	40	26	82
	%	(0.0)	(0.0)	(0.0)	(0.0)	(16.1)	(4.5)	(0.0)	(48.3)	(31.1)	(1.8)
Outside Manitoba	#	11	4	12	2	170	15	0	7	245	467
	%	(2.5)	(0.9)	(2.5)	(0.3)	(36.5)	(3.2)	(0.0)	(1.6)	(52.5)	(9.9)
Total	#	127	163	123	112	2488	267	84	117	1217	4697
	%	(2.7)	(3.5)	(2.6)	(2.4)	(53.0)	(5.7)	(1.8)	(2.5)	(25.9)	(100.0)

Source: University Outcomes Survey

TABLE 7

MOBILITY OF 1979 GRADUATES

Region at Time of Entry to University		Region at Time of Survey									Total
		South East	North Central	South Central	Interlake	Winnipeg	South West	Parklands	North	Outside Manitoba	
South East	#	84	0	10	15	66	0	0	0	49	224
	%	(37.5)	(0.0)	(4.5)	(6.9)	(29.3)	(0.0)	(0.0)	(0.0)	(21.8)	(4.5)
North Central	#	2	52	2	0	41	5	0	4	14	121
	%	(1.5)	(43.3)	(1.5)	(0.0)	(34.0)	(4.5)	(0.0)	(3.3)	(11.9)	(2.4)
South Central	#	2	8	46	0	56	2	2	8	20	144
	%	(1.4)	(5.7)	(32.0)	(0.0)	(38.7)	(1.4)	(1.4)	(5.7)	(13.7)	(2.9)
Interlake	#	4	0	8	90	66	11	0	23	25	227
	%	(1.7)	(0.0)	(3.6)	(39.8)	(29.1)	(4.7)	(0.0)	(10.1)	(10.9)	(4.6)
Winnipeg	#	50	15	43	50	2292	24	31	29	609	3143
	%	(1.6)	(0.5)	(1.4)	(1.6)	(72.9)	(0.7)	(1.0)	(0.9)	(19.4)	(63.5)
South West	#	4	4	8	7	82	129	4	2	34	273
	%	(1.4)	(1.4)	(2.8)	(2.7)	(30.0)	(47.3)	(1.4)	(0.7)	(12.5)	(5.5)
Parklands	#	5	1	10	0	14	14	42	9	14	108
	%	(4.2)	(1.4)	(9.3)	(0.0)	(12.5)	(12.5)	(38.6)	(8.5)	(12.5)	(2.2)
North	#	2	0	0	0	20	8	0	48	17	95
	%	(1.9)	(0.0)	(0.0)	(0.0)	(20.7)	(8.5)	(0.0)	(51.0)	(17.9)	(1.9)
Outside Manitoba	#	5	0	6	4	305	12	0	0	287	620
	%	(0.8)	(0.0)	(0.9)	(0.7)	(49.2)	(2.0)	(0.0)	(0.0)	(46.3)	(12.5)
Total	#	157	80	132	168	2940	205	79	123	1069	4953
	%	(3.2)	(1.6)	(2.7)	(3.4)	(59.4)	(4.1)	(1.6)	(2.5)	(21.6)	(100.0)

Source: University Outcomes Survey

TABLE 8

PROVINCE OF RESIDENCE AT TIME OF SURVEY

PROVINCE	1976 N	1976 %	1979 N	1979 %
Newfoundland	14	(0.3)	7	(0.1)
Prince Edward Island	-	-	3	(0.1)
Nova Scotia	-	-	35	(0.7)
New Brunswick	4	(0.1)	8	(0.2)
Quebec	33	(0.7)	44	(0.9)
Ontario	338	(7.2)	281	(5.7)
Manitoba	3498	(74.2)	3897	(78.6)
Saskatchewan	114	(2.4)	107	(2.2)
Alberta	433	(9.2)	281	(5.7)
British Columbia	181	(3.8)	154	(3.1)
Yukon/North West Territories	8	(0.2)	30	(0.6)
Outside Canada	93	(2.0)	108	(2.2)
TOTAL	4716		4955	

Source: University Outcomes Survey

TABLE 9

REASONS FOR MOVING

OUTSIDE OF MANITOBA

	Year of Graduation					
	1976			1979		
	N	(%)	Rank	N	(%)	Rank
Better Job Opportunities	70	(19.1)	3	63	(11.9)	4
Moved Closer to Work	3	(0.8)	7	10	(1.9)	7
Had a Job Offer	105	(28.5)	1	115	(21.8)	2
Transfer/Spouses Transfer	20	(5.6)	5	49	(9.3)	5
To Further Education	93	(25.4)	2	163	(30.9)	1
Personal Reasons (Marriage, Health)	59	(16.0)	4	91	(17.2)	3
Other	17	(4.6)	6	37	(7.1)	6

Source: University Outcomes Survey

TABLE 10

REASONS FOR MOVING

WITHIN MANITOBA

Reason	Year of Graduation					
	1976			1979		
	N	(%)	Rank	N	(%)	Rank
Better Job Opportunities	461	(23.7)	2	339	(19.8)	3
Moved Closer to Work	87	(4.5)	6	63	(3.7)	6
Had a Job Offer	529	(27.1)	1	520	(30.3)	1
Transfer/Spouse's Transfer	218	(11.2)	5	163	(9.5)	5
To Further Education	274	(14.1)	4	354	(20.6)	2
Personal Reasons (Marriage, Health)	331	(17.0)	3	239	(13.9)	4
Other	49	(2.5)	7	39	(2.3)	7

Source: University Outcomes Survey

TABLE 11

REASONS FOR ATTENDING UNIVERSITY

REASONS FOR ATTENDING UNIVERSITY	MEAN (NOT IMPORTANT 1 — 2 — 3 — 4 VERY IMPORTANT)	% INDICATING IMPORTANT OR VERY IMPORTANT 1976	1979
INFLUENCE OF PARENTS OR RELATIVES	(X) 2.5	54.3	51.5
INFLUENCE OF TEACHERS OR COUNSELLORS	(X) 1.8	22.3	23.4
INFLUENCE OF FRIENDS	(X) 2.0	33.4	30.4
INTEREST IN BROADENING KNOWLEDGE	(X) 3.3	88.0	89.7
HIGHER INCOME PROSPECTS	(X) 3.0	73.4	71.6
CAREER PROSPECTS/DEVELOP A NEW CAREER	(X) 3.3	83.4	85.6
NO SUITABLE JOBS AVAILABLE	(X) 1.5	12.6	16.0
PERSONAL DEVELOPMENT	(X) 3.3	85.0	89.3

1976 GRADUATES - X

1979 GRADUATES - ◯

Source: University Outcomes Survey

TABLE 12

MOST IMPORTANT REASON FOR ATTENDING UNIVERSITY

	YEAR OF GRADUATION			
	1976		1979	
	N	Rank	N	Rank
Influence of Parents or Relatives	351	5	324	5
Influence of Teachers or Counsellors	56	7	32	7
Influence of Friends	144	6	105	6
Interest in Broadening Knowledge	1044	2	1101	2
Higher Income Prospects	433	4	360	4
Career Prospects/ Develop a New Career	1753	1	1937	1
No Suitable Jobs Available	18	8	22	8
Personal Development	724	3	821	3

Source: University Outcomes Survey

TABLE 13

GRADUATES*

BY INSTITUTION

INSTITUTION	GRADUATES BY YEAR OF GRADUATION	
	1976	1979
University of Manitoba	4,058	3,927
University of Winnipeg	320	655
Brandon University	303	315
College Universitaire De Saint Boniface	66	69
Total	4,747	4,965

* Adjusted for the actual numbers of graduates in 1976 and 1979, from the survey sample.

TABLE 14

GRADUATES* BY FACULTY AND YEAR

	YEAR OF GRADUATION			
	1976		1979	
	N	(%)	N	(%)
Administrative Studies	252	(5.3)	254	(5.1)
Agriculture	188	(4.0)	230	(4.6)
Architecture (Environmental Studies and Interior Design)	98	(2.1)	124	(2.5)
Arts	1128	(23.8)	1354	(27.1)
Dentistry	29	(0.6)	27	(0.5)
Dental Hygiene	26	(0.5)	25	(0.5)
Education	1196	(25.2)	1025	(20.6)
Engineering	140	(2.9)	204	(4.1)
Fine Arts	66	(1.4)	57	(1.1)
General Studies	22	(0.5)	50	(1.0)
Human Ecology	116	(2.4)	123	(2.5)
Law	99	(2.1)	123	(2.5)
Medicine	103	(2.2)	90	(1.8)
Medical Rehabilitation	76	(1.6)	57	(1.1)
Music	30	(0.6)	38	(0.8)
Nursing	87	(1.8)	60	(1.2)
Pharmacy	40	(0.8)	33	(0.7)
Physical Education	77	(1.6)	77	(1.6)
Science	439	(9.3)	486	(9.8)
Social Work	92	(1.9)	58	(1.2)
Graduates Studies	444	(9.4)	479	(9.6)
Total	4747	(100.0)	4966	(100.0)

* Adjusted to represent the actual number of graduates in each year by faculty.

TABLE 15

CRITICAL INTELLECTUAL DEVELOPMENT AT UNIVERSITY:

FACTORS IMPORTANT IN EDUCATIONAL DEVELOPMENT

	MEAN IMPORTANCE (NOT IMPORTANT 1 — 2 — 3 — 4 VERY IMPORTANT)	PERCENTAGE VERY OR SOMEWHAT IMPORTANT 1976	1979
COMMUNICATION SKILLS: Writing and speaking effectively; clear, correct and effective communication.	X 3.2	79.8	82.2
MATHEMATICAL DEVELOPMENT: Understanding and applying mathematical and statistical techniques or concepts.	X 2.3	40.4	45.7
REASONING DEVELOPMENT: Applying principles of logical thinking to define problems, establish facts and draw valid conclusions.	X 3.3	88.1	89.6
SCIENTIFIC KNOWLEDGE: Understanding and applying scientific principles and methods.	X 2.6	55.1	56.4
AESTHETIC AND CULTURAL: Awareness and appreciation of the literature, arts, music and drama of your own culture and others.	X 2.5	52.0	55.1
SOCIAL GROWTH: Devloping an understanding and skills to live and interact satisfactorily with others.	X 3.0	70.7	74.5
LEARNING DEVELOPMENT: Developing skills and tools to continue learning in situations following university education.	X 3.3	87.6	88.2
CRITICAL & CONCEPTUAL THINKING: Analyzing complex issues, examining contrary views, and integrating information into concepts and ideas.	X 3.2	83.1	87.3

1976 GRADUATES - X

1979 GRADUATES - ○

Source: University Outcomes Survey

TABLE 16

CRITICAL INTELLECTUAL DEVELOPMENT AT UNIVERSITY:

GROWTH IN FACTORS IMPORTANT IN EDUCATIONAL DEVELOPMENT

	MEAN GROWTH (1 2 3 4 5)	PERCENTAGE GROWTH GREAT OR SOMEWHAT 1976	1979
COMMUNICATION SKILLS: Writing and speaking effectively; clear, correct and effective communication.	X 3.5	51.3	54.9
MATHEMATICAL DEVELOPMENT: Understanding and applying mathematical and statistical techniques or concepts	X 2.7	28.3	29.9
REASONING DEVELOPMENT: Applying principles of logical thinking to define problems, establish facts and draw valid conclusions.	X 3.8	67.4	68.3
SCIENTIFIC KNOWLEDGE: Understanding and applying scientific principles and methods.	X 3.0	43.2	42.3
AESTHETIC AND CULTURAL: Awareness and appreciation of the literature, arts, music and drama of your own culture and others.	X 3.0	36.1	40.6
SOCIAL GROWTH: Developing an understanding and skills to live and interact satisfactorily with others.	X 3.5	54.0	56.0
LEARNING DEVELOPMENT: Developing skills and tools to continue learning in situations following university education.	X 3.8	67.2	71.5
CRITICAL & CONCEPTUAL THINKING: Analyzing complex issues, examining contrary views, and integrating information into concepts and ideas.	X 3.7	64.1	64.7

1976 GRADUATES - X

1979 GRADUATES - ○

Source: University Outcomes Survey

TABLE 17

IMPORTANCE OF GOALS OF UNIVERSITY EDUCATION

GOALS	MEAN NOT IMPORTANT 1 — 2 — 3 — 4 VERY IMPORTANT	% INDICATING IMPORTANT OR VERY IMPORTANT 1976	 1979
ACADEMIC GOALS			
To increase my knowledge or understanding in an academic field.	X 3.5 / O 3.5	94.7	95.5
To obtain a degree.	X 3.4 / O 3.4	87.6	88.6
To prepare for further education.	X 2.9 / O 2.9	68.9	72.0
CAREER PREPARATION GOALS			
To discover career interests.	X 2.9 / O 2.9	69.5	73.3
To prepare for a career.	X 3.3 / O 3.3	86.3	85.8
To formulate long-term career plans and/or goals.	X 3.0 / O 3.0	72.2	75.3
JOB OR CAREER IMPROVEMENT GOALS			
To improve my knowledge, technical skills and competencies for my job or career.	X 3.3 / O 3.3	85.3	86.0
Basis for improved social or economic status.	X 2.7 / O 2.7	63.8	67.2
SOCIAL AND CULTURAL GOALS			
To meet people and make friends.	X 2.6 / O 2.6	57.4	61.3
To increase my appreciation of art, music, literature, and other cultural expression.	X 2.4 / O 2.4	46.1	48.1
To increase my understanding of different philosophies, cultures and ways of life.	X 2.6 / O 2.6	59.2	59.2
To become involved in social and political concerns	X 2.0 / O 2.0	28.2	30.4
PERSONAL DEVELOPMENT AND ENRICHMENT GOALS			
To increase my self-confidence.	X 3.0 / O 3.0	75.4	78.5
To improve my ability to think for myself and make decisions.	X 3.3 / O 3.3	85.0	86.9
To improve my ability to get along with others.	X 2.7 / O 2.7	40.4	60.7
To increase my desire and ability to undertake self-directed learning.	X 3.1 / O 3.1	75.9	78.3

1976 GRADUATES - X
1979 GRADUATES - O

Source: University Outcomes Survey

TABLE 18

ACHIEVEMENT OF UNIVERSITY GOALS

GOALS	MEAN (NOT AT ALL 1 — 2 — 3 — 4 — TO A GREAT EXTENT 5)	% INDICATING SOME OR GREAT EXTENT 1976	1979
ACADEMIC GOALS			
To increase my knowledge or understanding in an academic field.	○4.0	77.8	80.6
To obtain a degree.	X4.6	93.0	92.6
To prepare for further education.	X3.6	58.6	61.1
CAREER PREPARATION GOALS			
To discover career interests.	X3.3	49.5	52.5
To prepare for a career.	X3.7	64.1	65.6
To formulate long-term career plans and/or goals	X3.3	47.1	48.5
JOB OR CAREER IMPROVEMENT GOALS			
To improve my knowledge, technical skills and competencies for my job or career.	X3.6	60.9	58.5
Basis for improved social or economic status.	X3.3	46.3	45.4
SOCIAL AND CULTURAL GOALS			
To meet people and make friends.	X3.4	48.7	54.2
To increase my appreciation of art, music, literature, and other cultural expression.	X2.9	32.4	32.8
To increase my understanding of different philosophies, cultures and ways of life.	X3.1	40.7	41.1
To become involved in social and political concerns.	X2.3	18.0	17.9
PERSONAL DEVELOPMENT AND ENRICHMENT GOALS			
To increase my self-confidence.	X3.6	58.1	60.0
To improve my ability to think for myself and make decisions.	X3.8	68.7	70.4
To improve my ability to get along with others.	X3.4	48.2	50.9
To increase my desire and ability to undertake self-directed learning.	X3.7	59.4	64.9

1976 GRADUATES - X

1979 GRADUATES - ○

Source: University Outcomes Survey

TABLE 19

LABOUR MARKET OUTCOMES

Year of Graduation	LABOUR FORCE ACTIVITY						Participation Rate (%)	Unemployment Rate (%)
	Working			Unemployed and Looking for Work	In-School	Other Non-Labour Force		
	Full-Time	Part-Time	Summer Employment					
1976								
One Month After Graduation	2724 (59.9)	156 (3.4)	190 (4.2)	772 (17.0)	396 (8.7)	314 (6.8)	84.4	20.0
One Year After Graduation	3521 (78.8)	63 (1.4)	14 (0.3)	158 (3.6)	560 (12.9)	129 (3.0)	84.1	4.3
July, 1981	3803 (82.9)	11 (0.2)	-	148 (3.2)	396 (8.6)	228 (5.0)	86.4	3.7
1979								
One Month After Graduation	2661 (55.5)	205 (4.3)	229 (4.8)	708 (14.8)	515 (10.8)	472 (9.8)	79.1	18.6
One Year After Graduation	3260 (71.3)	73 (1.6)	23 (0.5)	142 (3.1)	901 (19.7)	171 (3.7)	76.5	4.1
July, 1981	3681 (75.6)	5 (0.1)	4 (0.1)	212 (4.3)	792 (16.3)	176 (3.3)	80.1	5.4

Source: University Outcomes Survey

TABLE 20

LABOUR MARKET OUTCOMES BY GENDER

YEAR OF GRADUATION	LABOUR FORCE ACTIVITY						PARTICIPATION RATE (%)	UNEMPLOYMENT RATE
	WORKING			UNEMPLOYED & LOOKING FOR WORK	IN-SCHOOL	OTHER NON-LABOUR FORCE		
	FULL-TIME	PART-TIME	SUMMER EMPLOYMENT					
1976								
One Month After Grad								
- Male (2521)	1548 (33.8)	75 (3.0)	122 (4.8)	403 (16.0)	230 (9.1)	142 (5.7)	85.2	18.8
- Female (2058)	1196 (26.1)	83 (4.0)	68 (3.3)	379 (18.4)	162 (7.9)	170 (8.3)	83.9	22.0
One Year After Grad								
- Male (2391)	1866 (78.0)	38 (1.6)	7 (0.3)	81 (3.4)	340 (14.2)	58 (2.5)	83.3	4.1
- Female (1978)	1580 (79.9)	26 (1.3)	7 (0.3)	81 (4.1)	215 (10.8)	71 (3.2)	85.6	4.8
July, 1981								
- Male (2524)	2158 (85.5)	4 (0.1)	0 (0.0)	92 (3.7)	264 (10.5)	6 (0.3)	89.3	4.1
- Female (2090)	1663 (79.6)	7 (0.4)	0 (0.0)	58 (2.8)	135 (6.5)	227 (10.9)	82.7	3.4
1979								
One Month After Grad								
- Male (2362)	1453 (61.5)	76 (3.2)	95 (4.0)	327 (13.8)	269 (11.4)	143 (6.1)	82.6	16.8
- Female (2415)	1206 (49.9)	129 (5.3)	135 (5.6)	381 (15.8)	239 (9.9)	327 (13.5)	76.6	20.6
One Year After Grad								
- Male (2209)	1621 (73.4)	10 (0.4)	4 (0.2)	73 (3.3)	434 (19.6)	68 (3.1)	77.3	4.3
- Female (2347)	1637 (69.7)	63 (2.7)	19 (0.8)	69 (2.9)	460 (19.6)	100 (4.2)	76.2	3.9
July, 1981								
- Male (2379)	1843 (77.5)	0 (0.0)	4 (0.2)	63 (2.7)	457 (19.2)	12 (0.5)	80.3	3.3
- Female (2476)	1835 (74.1)	5 (0.2)	0 (0.0)	148 (6.0)	328 (13.2)	161 (6.5)	80.3	7.4

Source: University Outcomes Survey

TABLE 21

SATISFACTION WITH JOB

JOB FACTOR	MEAN SATISFACTION: VERY DISSATISFIED 1	DISSATISFIED 2	SATISFIED 3	VERY SATISFIED 4	PERCENTAGE SATISFIED OR VERY SATISFIED: 1976	1979
ABOUT JOB IN GENERAL				Ⓧ 3.3	92.2	88.8
SALARY/EARNINGS			Ⓧ 3.0		79.7	76.9
STATUS/RANK OF POSITION			Ⓧ 3.0		84.9	82.2
INVOLVEMENT IN THE DECISION-MAKING PARTICIPATION WITHIN THE FIRM OR ORGANIZATION			Ⓧ 2.9		73.9	75.3
PROPORTION/CAREER OPPORTUNITIES OF THE JOB			Ⓧ 2.8		68.9	70.8
JOB SECURITY			Ⓧ 3.0		83.4	84.3
CHALLENGE OF THE JOB				Ⓧ 3.2	88.2	84.6

1976 GRADUATES - X

1979 GRADUATES - ◯

Source: University Outcomes Survey

TABLE 22

MEDIAN ANNUAL INCOME BY FACULTY

FACULTY	YEAR OF GRADUATION			
	1976		1979	
	$	(N)	$	(N)
Administrative Studies	26,500	(230)	20,200	(234)
Agriculture	17,700	(150)	15,600	(145)
Architecture (Environmental Studies, Interior Design)	21,700	(74)	16,900	(70)
Arts	21,100	(837)	17,900	(890)
Dentistry	35,000+	(29)	35,000+	(27)
Dental Hygiene	21,000	(21)	16,500	(19)
Education	24,300	(1000)	23,300	(876)
Engineering	28,700	(130)	23,500	(179)
Fine Arts	12,500	(46)	11,400	(22)
General Studies	21,300	(14)	21,000	(44)
Human Ecology	18,800	(97)	18,700	(65)
Law	35,000+	(87)	23,100	(116)
Medicine	35,000	(49)	35,000+	(54)
Medical Rehabilitation	22,400	(71)	21,000	(44)
Music	18,500	(21)	15,500	(32)
Nursing	22,300	(64)	19,600	(50)
Pharmacy	21,800	(38)	19,600	(25)
Physical Education	19,700	(77)	14,600	(70)
Science	20,700	(316)	18,400	(288)
Social Work	22,800	(60)	21,700	(37)
Graduate Studies	30,600	(371)	29,600	(365)
Total	23,400	(3,763)	20,600	(3,648)

Source: University Outcomes Survey

TABLE 23

MEDIAN ANNUAL INCOME BY FACULTY AND GENDER

FACULTY	YEAR OF GRADUATION							
	1976				1979			
	Male		Female		Male		Female	
	$	(N)	$	(N)	$	(N)	$	(N)
Administrative Studies	27,400	(196)	20,700	(34)	19,900	(186)	19,500	(48)
Agriculture	18,250	(129)	17,000	(17)	14,600	(109)	18,900	(36)
Architecture	21,000	(40)	24,000	(34)	16,500	(28)	17,000	(42)
Arts	21,900	(410)	20,000	(424)	18,600	(399)	17,000	(551)
Dentistry	35,000+	(19)	33,400	(10)	35,000+	(23)	35,000+	(4)
Dental Hygiene	-		21,000	(21)	-		17,000	(19)
Education	22,000	(467)	24,400	(534)	27,900*	(291)	21,600	(585)
Engineering	28,800	(129)	-		23,600	(176)	-	
Fine Arts	14,500	(13)	10,350	(33)	15,300	(11)	11,400	(11)
General Studies	21,300	(14)	-		23,500	(17)	21,000	(27)
Human Ecology	-		18,800	(97)	-		18,700	(65)
Law	35,000+	(50)	32,900	(37)	25,300	(78)	22,600	(39)
Medicine	35,500+	(29)	35,000+	(15)	35,000+	(41)	35,000+	(13)
Medical Rehabilitation	25,500	(13)	20,000	(57)	19,500	(6)	22,500	(38)
Music	15,000	(11)	19,000	(11)	9,600**	(11)	18,000**	(22)
Nursing	-		24,500	(61)	-		19,600	(50)
Pharmacy	24,700	(25)	19,350	(13)	23,000	(12)	19,100	(14)
Physical Education	19,800	(39)	19,800	(33)	14,100	(29)	16,100	(40)
Science	20,600	(227)	20,900	(88)	20,000	(199)	16,400	(89)
Social Work	22,200	(5)	23,000	(54)	21,800	(14)	20,600	(23)
Graduate Studies	32,300	(292)	24,000	(79)	30,700	(264)	25,400	(100)
Total	24,600	(2,111)	22,000	(1,652)	22,700	(1,834)	19,600	(3,648)

Source: University Outcomes Survey

*Note: A large number of 1979 male graduates (70%) were B. Ed. graduates with several years teaching experience, compared to 40% of the 1976 graduates.

**Note: In 1979, most female music graduates were teaching school, while the male graduates were private music teachers.

TABLE 24

INDUSTRY OF EMPLOYMENT

INDUSTRY GROUP	YEAR OF GRADUATION			
	1976		1979	
	N	(%)	N	(%)
Agriculture and Related	86	(2.2)	78	(2.1)
Mining, Quarrying, Oil Wells, Logging & Forestry	39	(1.0)	46	(1.2)
Manufacturing	94	(2.4)	153	(4.1)
Construction	46	(1.2)	39	(1.0)
Transportation and Storage and Communication	93	(2.4)	141	(3.7)
Wholesale and Retail Trade	281	(7.2)	267	(7.1)
Finance, Insurance and Real Estate	201	(5.1)	185	(4.9)
Business Service	367	(9.3)	322	(8.6)
Government Service	502	(12.7)	478	(12.7)
Educational Service	1642	(41.7)	1522	(40.4)
Health and Social Service	391	(9.9)	338	(9.0)
Other Service Such as Accommodation, Food and Beverage	194	(4.9)	195	(5.2)
TOTAL	3936	(100.0)	3764	(100.0)

Source: University Outcomes Survey

TABLE 25

OCCUPATIONS OF GRADUATES

OCCUPATIONAL GROUP	OCCUPATIONAL GROUP OF FIRST JOB				OCCUPATIONAL GROUP OF PRESENT JOB			
	1976		1979		1976		1979	
	N	(%)	N	(%)	N	(%)	N	(%)
Managerial and Administration	355	(7.8)	425	(9.3)	524	(13.3)	484	(12.8)
Natural Science, Engineering and Math	540	(11.8)	601	(13.2)	442	(11.2)	523	(13.9)
Social Science and Related	455	(10.0)	365	(7.3)	416	(10.6)	335	(8.9)
Teaching and Related	1645	(36.0)	1460	(32.1)	1485	(37.7)	1395	(37.1)
Religion, Sport, Performing Arts*	91	(1.9)	105	(2.1)	132	(3.4)	75	(2.0)
Medicine and Health	423	(9.3)	329	(7.2)	379	(9.6)	295	(7.8)
Clerical and Related	323	(7.1)	373	(8.2)	83	(2.1)	184	(4.9)
Sales Occupations	168	(3.7)	150	(3.3)	157	(4.0)	136	(3.6)
Service Occupations	112	(2.4)	219	(4.8)	82	(2.1)	93	(2.5)
Primary	143	(3.2)	139	(3.1)	128	(3.3)	100	(2.7)
Processing, Construction and Material Handling and Transportation	201	(4.3)	283	(5.6)	60	(1.6)	97	(2.5)
Other Occupations	106	(2.3)	99	(2.0)	56	(1.4)	49	(1.3)
TOTAL	4562	(100.0)	4548	(100.0)	3943	(100.0)	3766	(100.0)

* Includes Interior Design, Fine Arts, Music, Arts (English, other languages).

Source: University Outcomes Survey

TABLE 26

INSTITUTION OF PLANNED ENROLLMENT

OR PRESENTLY ENROLLED

COLLEGE OR UNIVERSITY	YEAR OF GRADUATION			
	1976		1979	
	N	(%)	N	(%)
Community College	83	(3.8)	68	(2.5)
University of Manitoba	1316	(60.1)	1541	(57.9)
University of Winnipeg	47	(2.1)	111	(4.2)
Brandon University	63	(2.9)	69	(2.6)
College Universitaire de Saint Boniface	27	(1.2)	18	(0.7)
Other Institutions in Manitoba	171	(7.8)	206	(7.8)
Outside of Manitoba or Canada	484	(22.1)	645	(24.2)
Total	2191	(100.0)	2658	(100.0)

Source: University Outcomes Survey

TABLE 27

FACULTY OF ENROLLMENT

FACULTY	1976		1979	
	N	(%)	N	(%)
Administrative Studies	370	(16.6)	426	(14.9)
Agriculture	39	(1.7)	90	(3.1)
Architecture	24	(1.1)	87	(3.0)
Arts	303	(13.6)	534	(18.7)
Dentistry	5	(0.2)	12	(0.4)
Dental Hygiene	3	(0.1)	8	(0.3)
Education	781	(35.0)	673	(23.5)
Engineering	26	(1.2)	75	(2.6)
Fine Arts	35	(1.6)	34	(1.2)
Human Ecology	25	(1.1)	43	(1.5)
Law	47	(2.1)	138	(4.8)
Medicine	128	(5.7)	126	(4.4)
Medical Rehabilitation	18	(0.8)	25	(0.9)
Music	17	(0.7)	59	(2.1)
Nursing	17	(0.7)	33	(1.1)
Pharmacy	25	(1.1)	8	(0.3)
Physical Education	16	(0.7)	36	(1.3)
Science	160	(7.2)	188	(6.6)
Theology	31	(1.4)	21	(0.7)
Social Work	48	(2.1)	63	(2.2)
Graduate Studies	11	(0.5)	55	(1.9)
Other*	104	(4.7)	129	(5.5)

*Other faculties or Community College

Source: University Outcomes Survey

TABLE 28

TYPE OF EDUCATION

PLANNING TO TAKE

TYPE	YEAR OF GRADUATION			
	1976		1979	
	N	(%)	N	(%)
Further degree in own area	1339	(49.6)	1487	(45.7)
Further degree in another area	580	(21.5)	997	(30.7)
Professional Certification	356	(13.2)	348	(10.7)
Community College Training	132	(4.9)	137	(4.2)
University Continuing Education (Non-Credit)	175	(6.5)	170	(5.2)
Other Training	117	(4.3)	114	(3.5)

Source: University Outcomes Survey

TABLE 29

SOCIAL/COMMUNITY/PROFESSIONAL PARTICIPATION

ORGANIZATION	YEAR OF GRADUATION											
	1976						1979					
	Time Spent Per Month				Positions Held (Yes)		Time Spent Per Month				Positions Held (Yes)	
	Up to 10 hours		10 hours or more				Up to 10 hours		10 hours or more			
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
Recreation, Sports or Community (e.g., United Way)	1830	(38.6)	1264	(26.6)	1058	(34.2)	1785	(36.0)	1286	(25.9)	909	(29.6)
Special Interest (e.g., Womens groups, P.T.A.)	1681	(35.4)	355	(7.5)	502	(24.9)	1716	(34.6)	319	(6.4)	389	(19.1)
Political/Civic (e.g., Chamber of Commerce)	1507	(31.7)	88	(1.9)	124	(7.8)	1474	(29.7)	97	(2.0)	99	(6.3)
Professional (e.g., Teachers Associations)	2171	(45.7)	419	(8.8)	601	(23.2)	2070	(41.7)	255	(5.1)	349	(15.0)
Work Related (e.g., Union)	1544	(32.5)	196	(4.1)	262	(15.1)	1573	(31.7)	167	(3.4)	216	(12.4)

Source: University Outcomes Survey

*As a percentage of those graduates who held a position.

Note: The percentages of time spent per month are as a percentage of all graduates surveyed.

FIGURES

FIGURE 1

GENDER OF UNIVERSITY GRADUATES

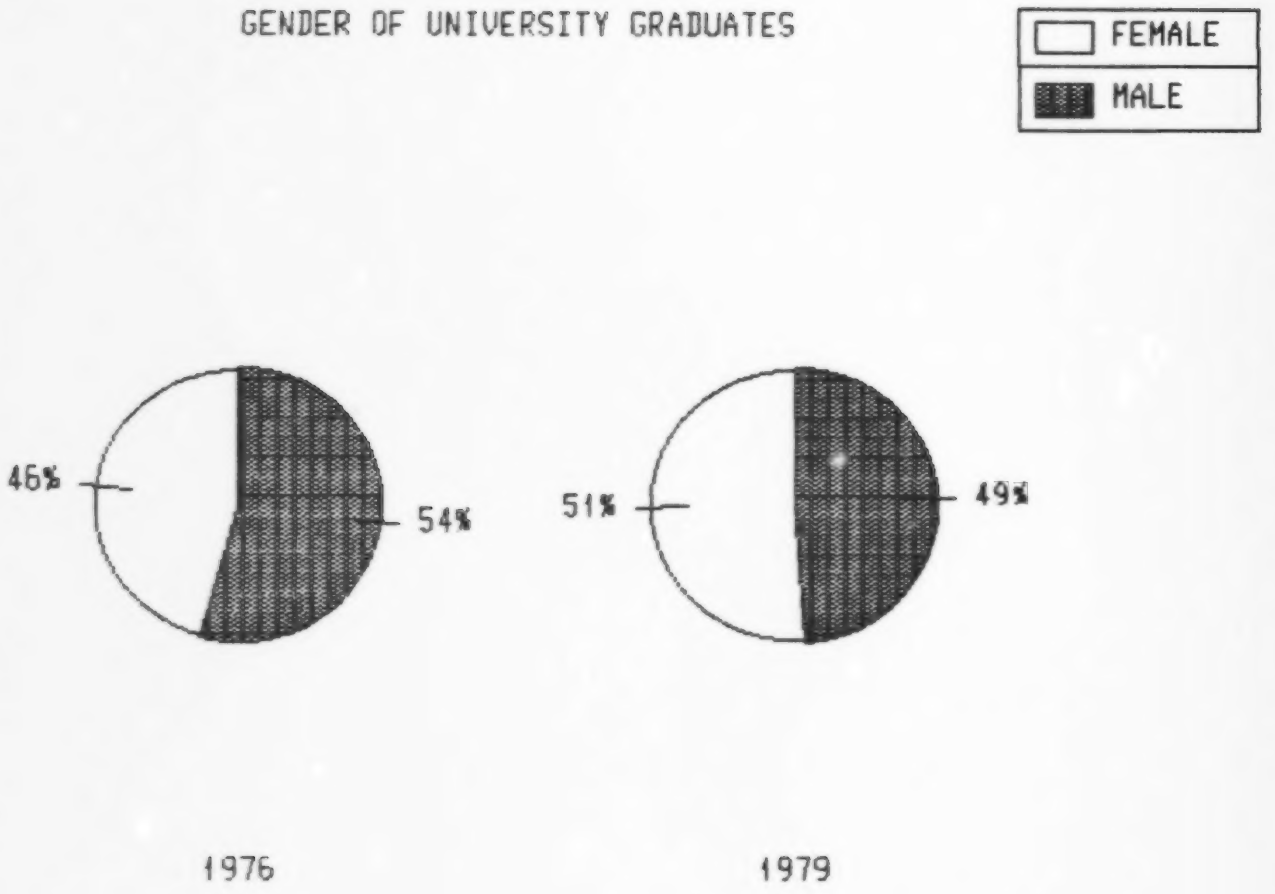


FIGURE 2

AGE GROUP

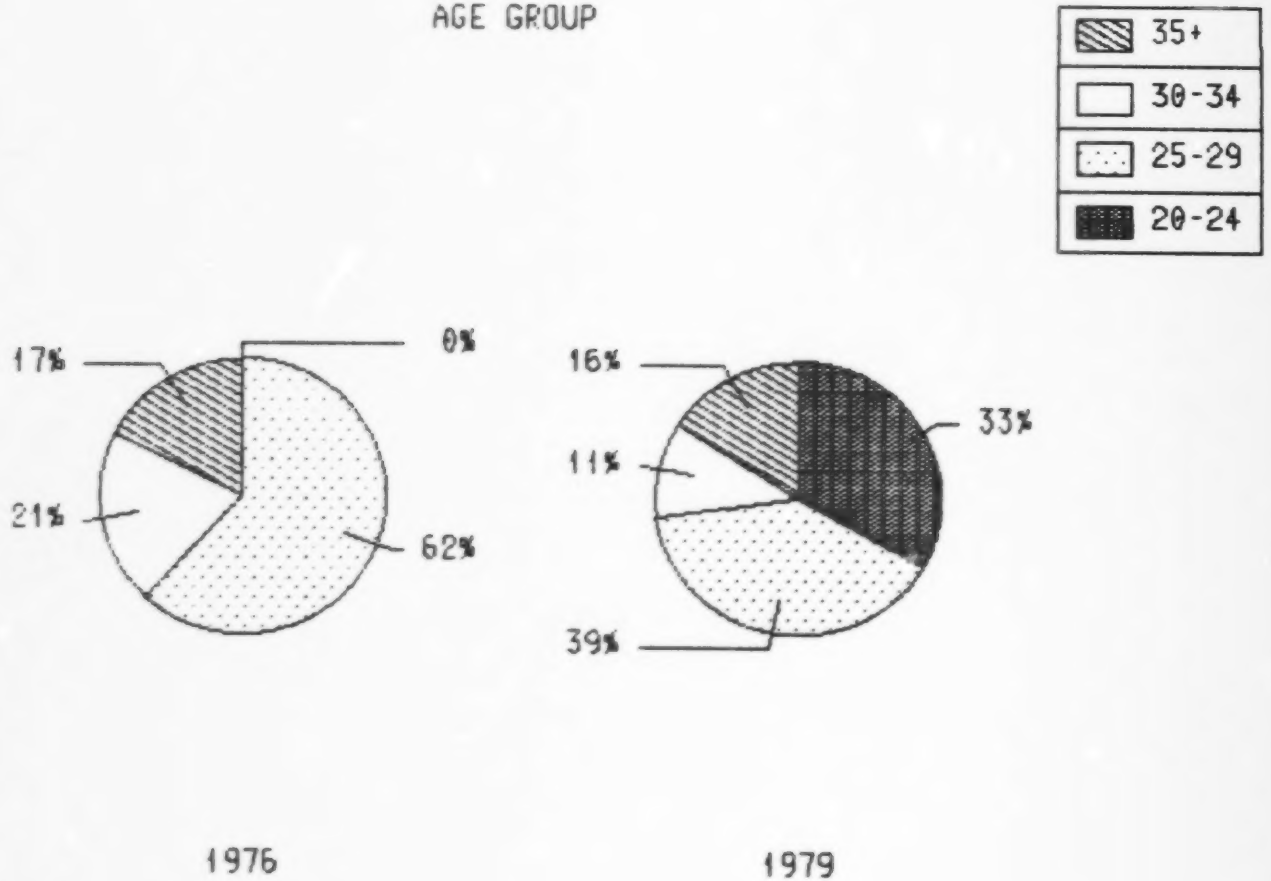


FIGURE 3

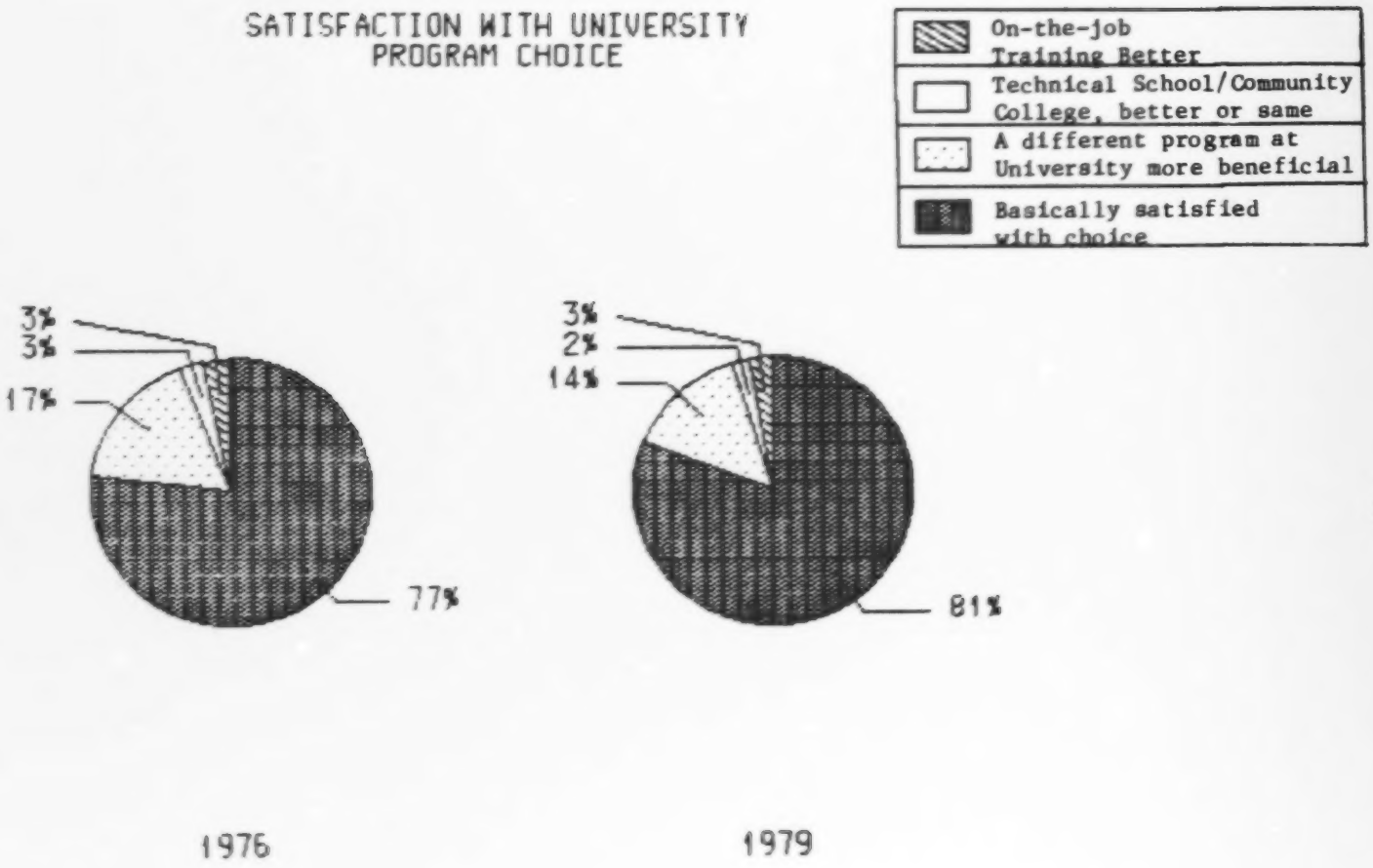

SATISFACTION WITH UNIVERSITY PROGRAM CHOICE
On-the-job Training Better
Technical School/Community College, better or same
A different program at University more beneficial
Basically satisfied with choice
3%
3%
17%
77%
1976
3%
2%
14%
81%
1979

FIGURE 4

LABOUR MARKET OUTCOMES
ONE MONTH AFTER GRADUATION

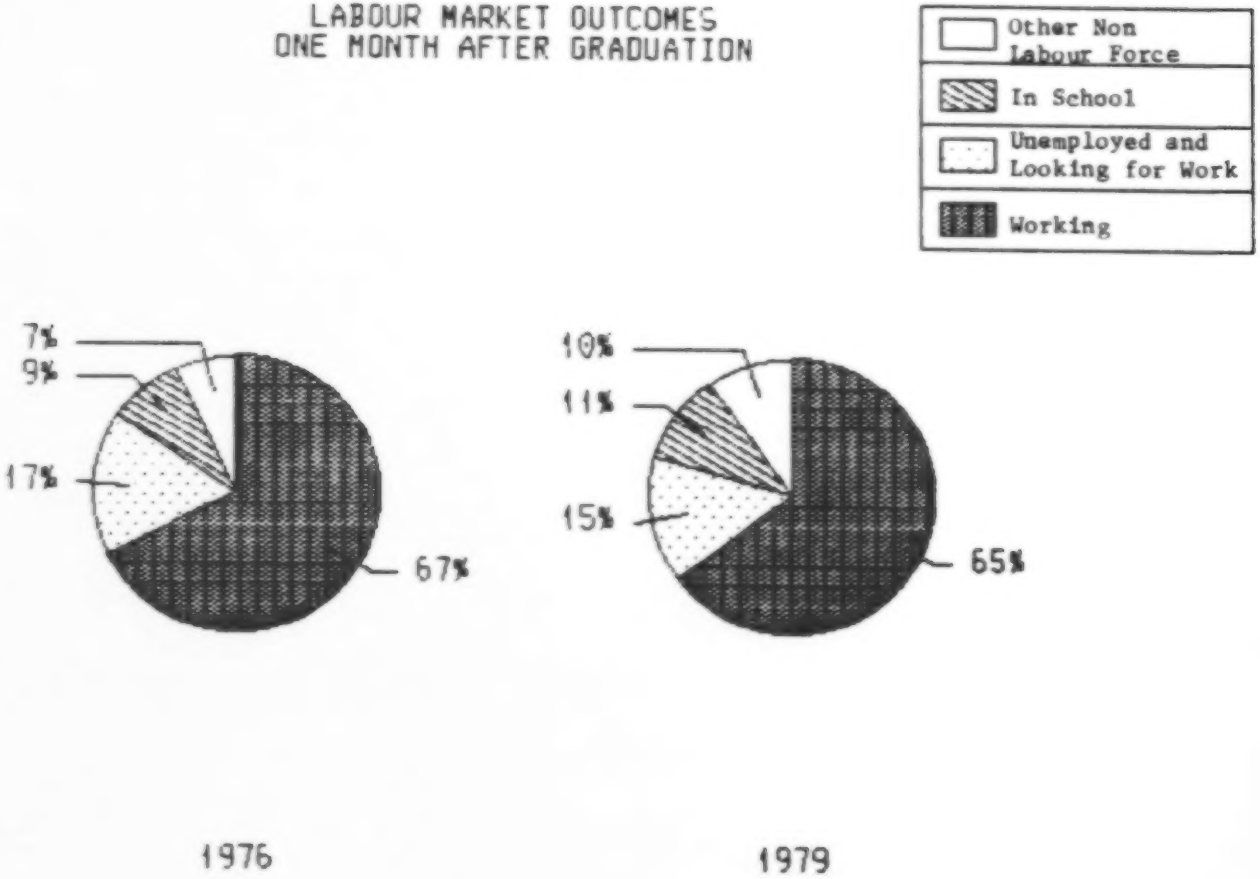


FIGURE 5

LABOUR MARKET OUTCOMES
ONE YEAR AFTER GRADUATION

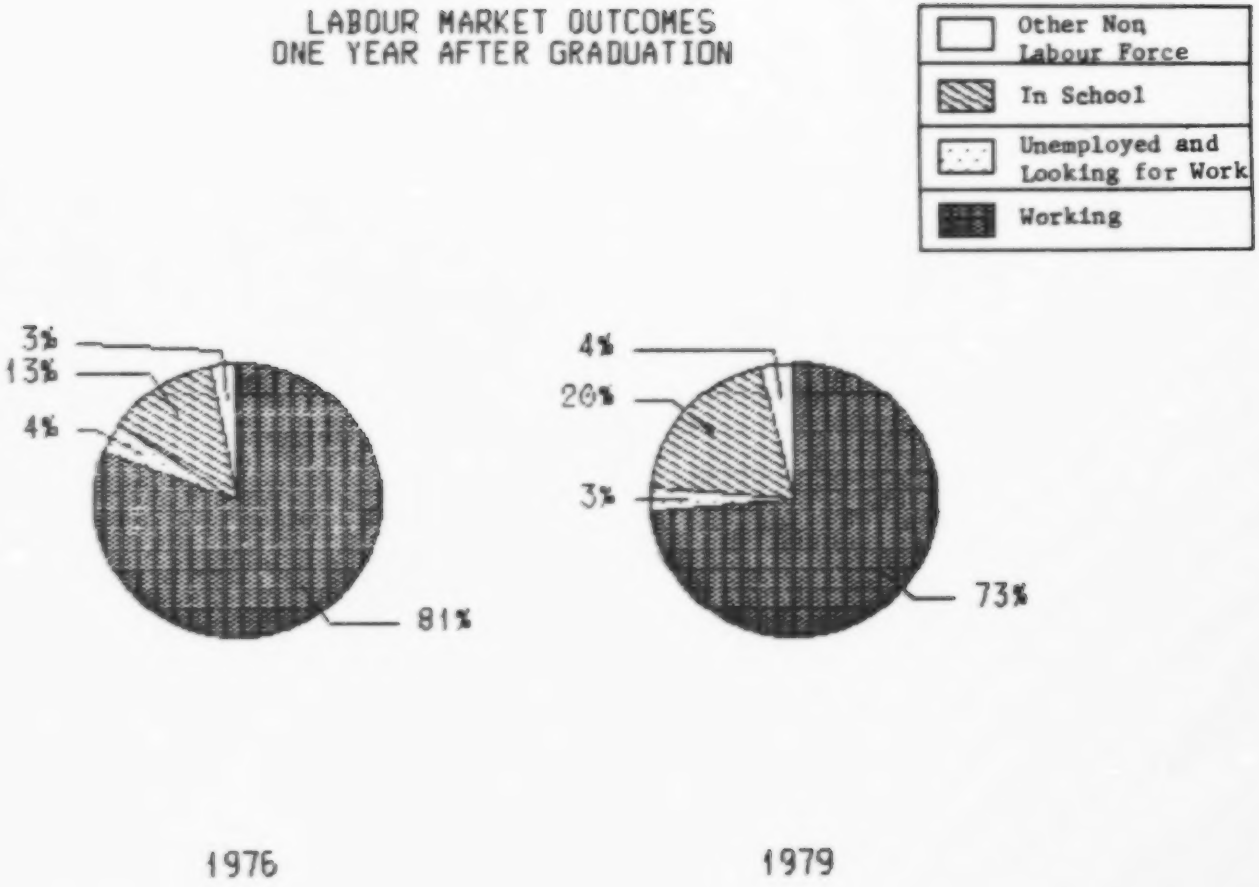


FIGURE 6

LABOUR MARKET OUTCOMES
JULY 1981

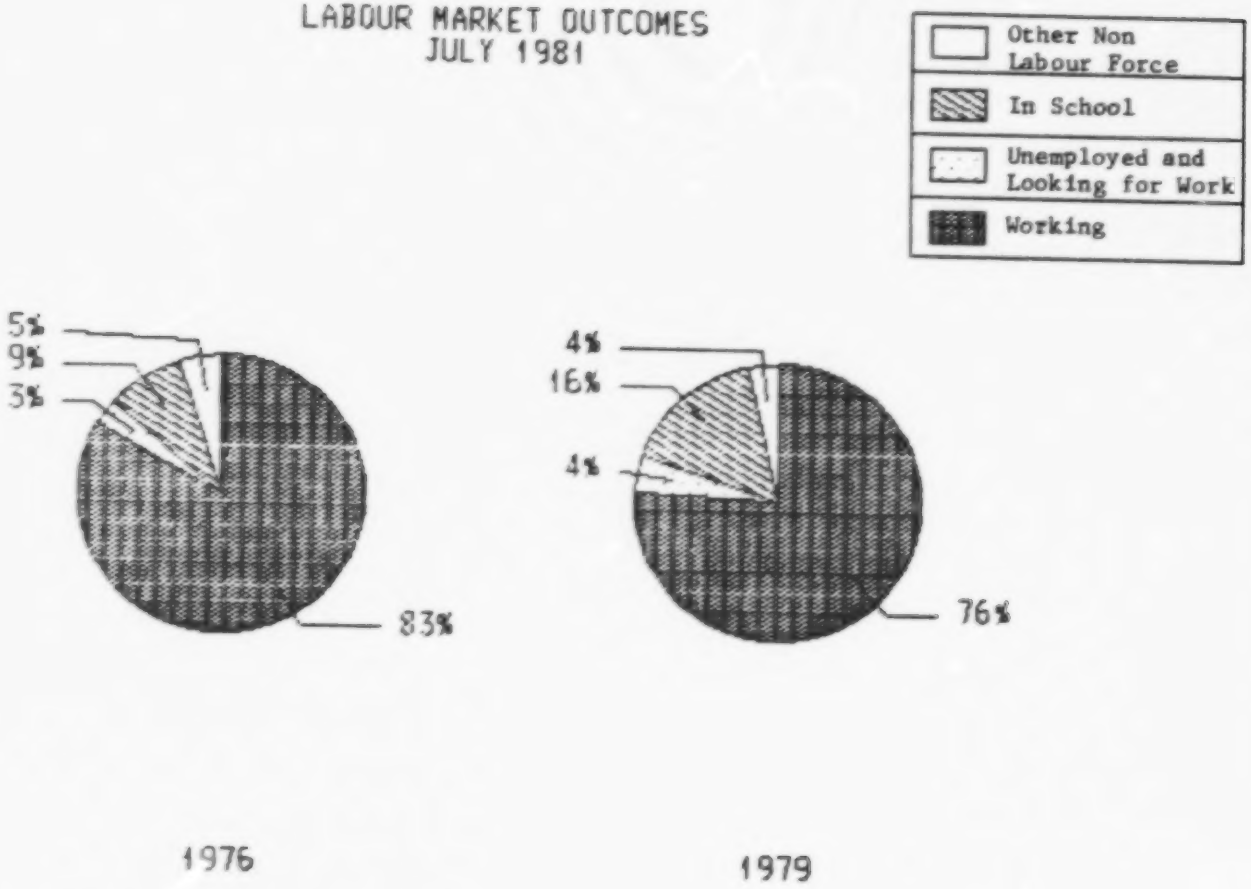


FIGURE 7

REQUIREMENT OF DEGREE IN JOB

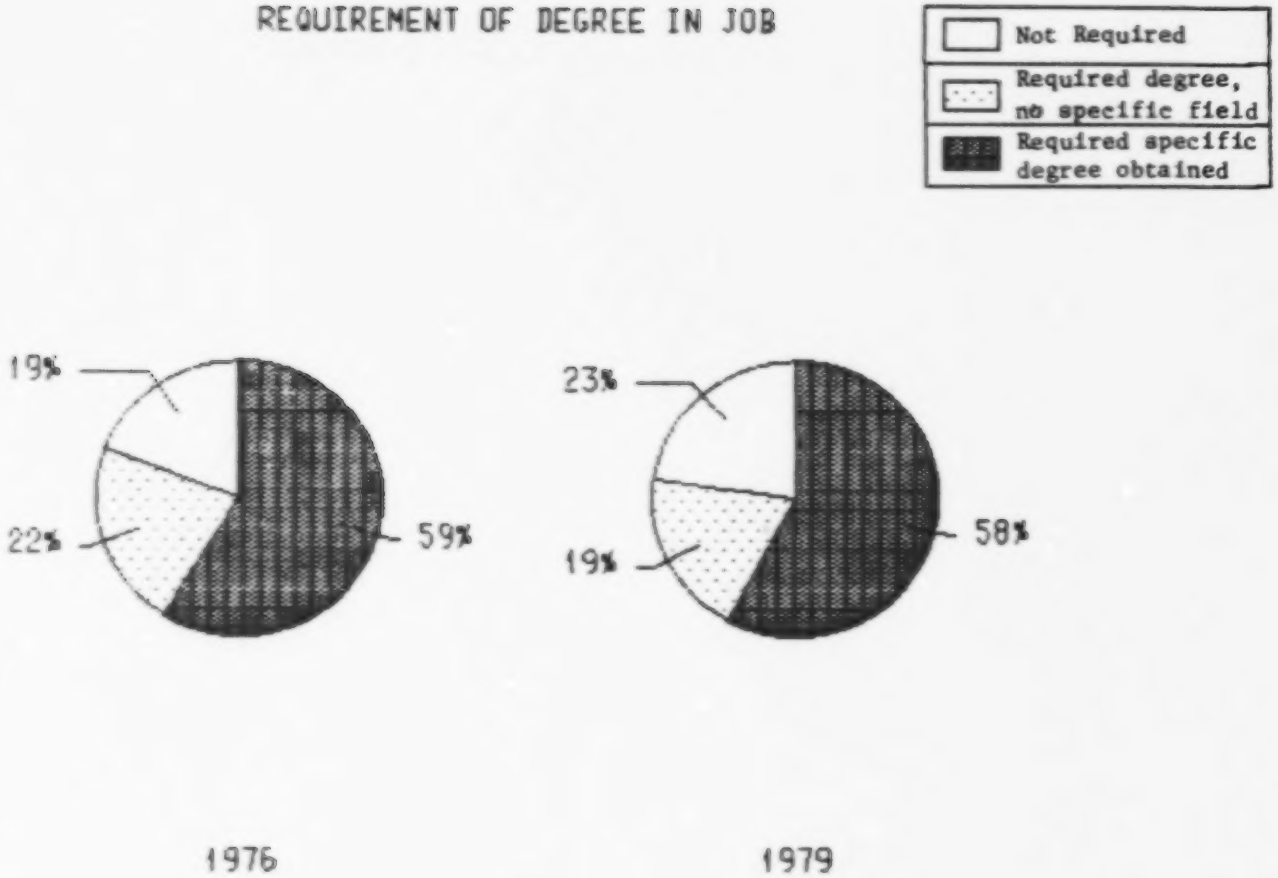


FIGURE 8

EXTENT OF SKILL-USE IN JOB

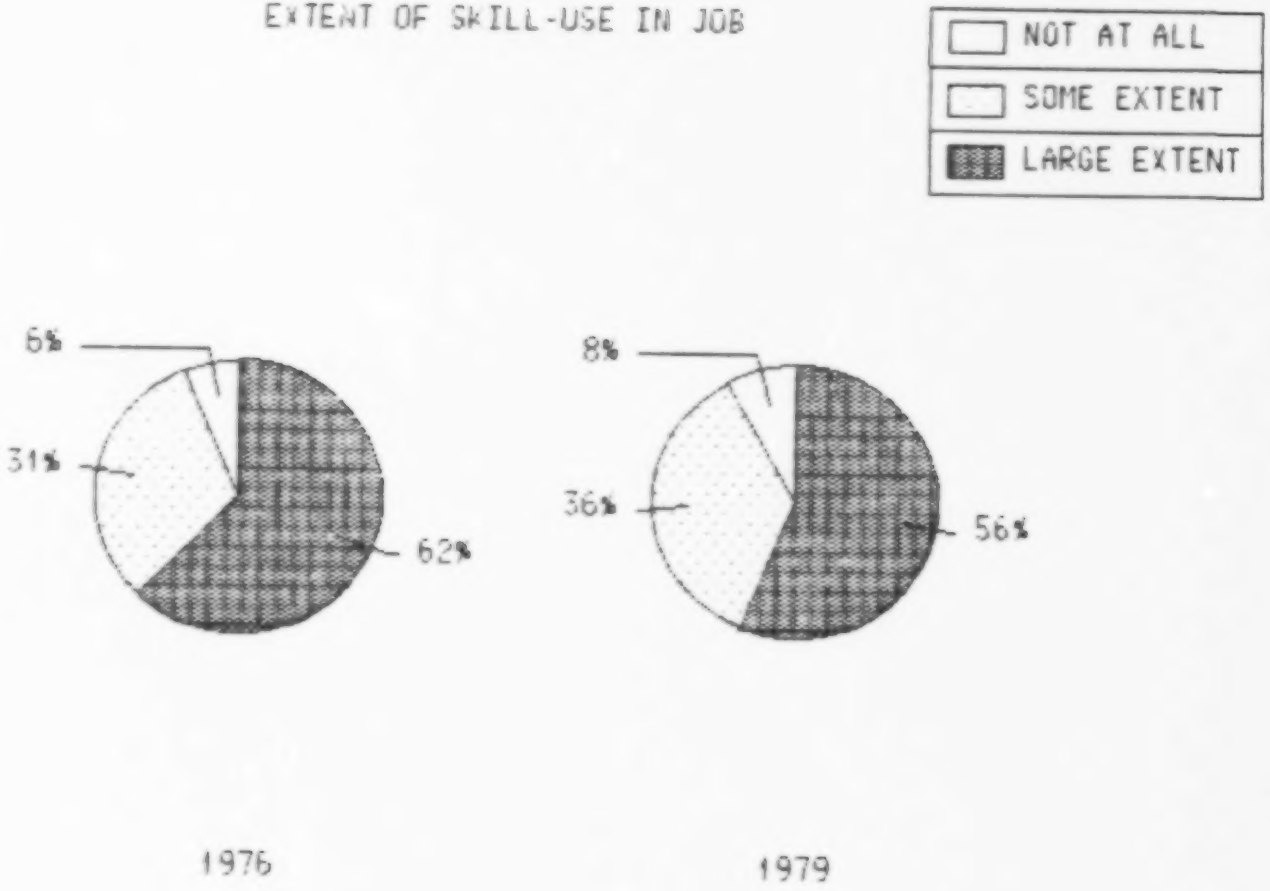


FIGURE 9

IMPORTANCE OF FINDING A JOB
RELATED TO FIELD OF STUDY

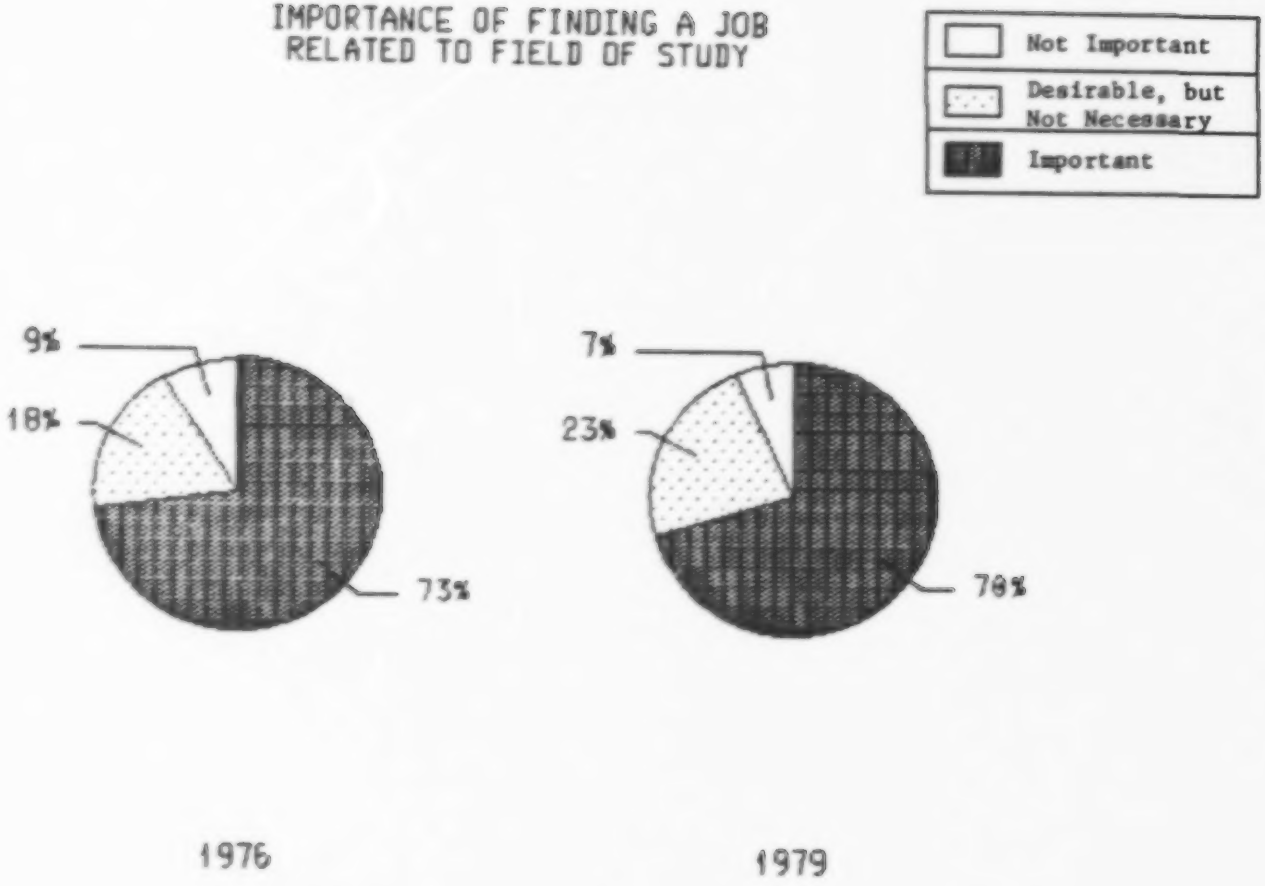


FIGURE 10

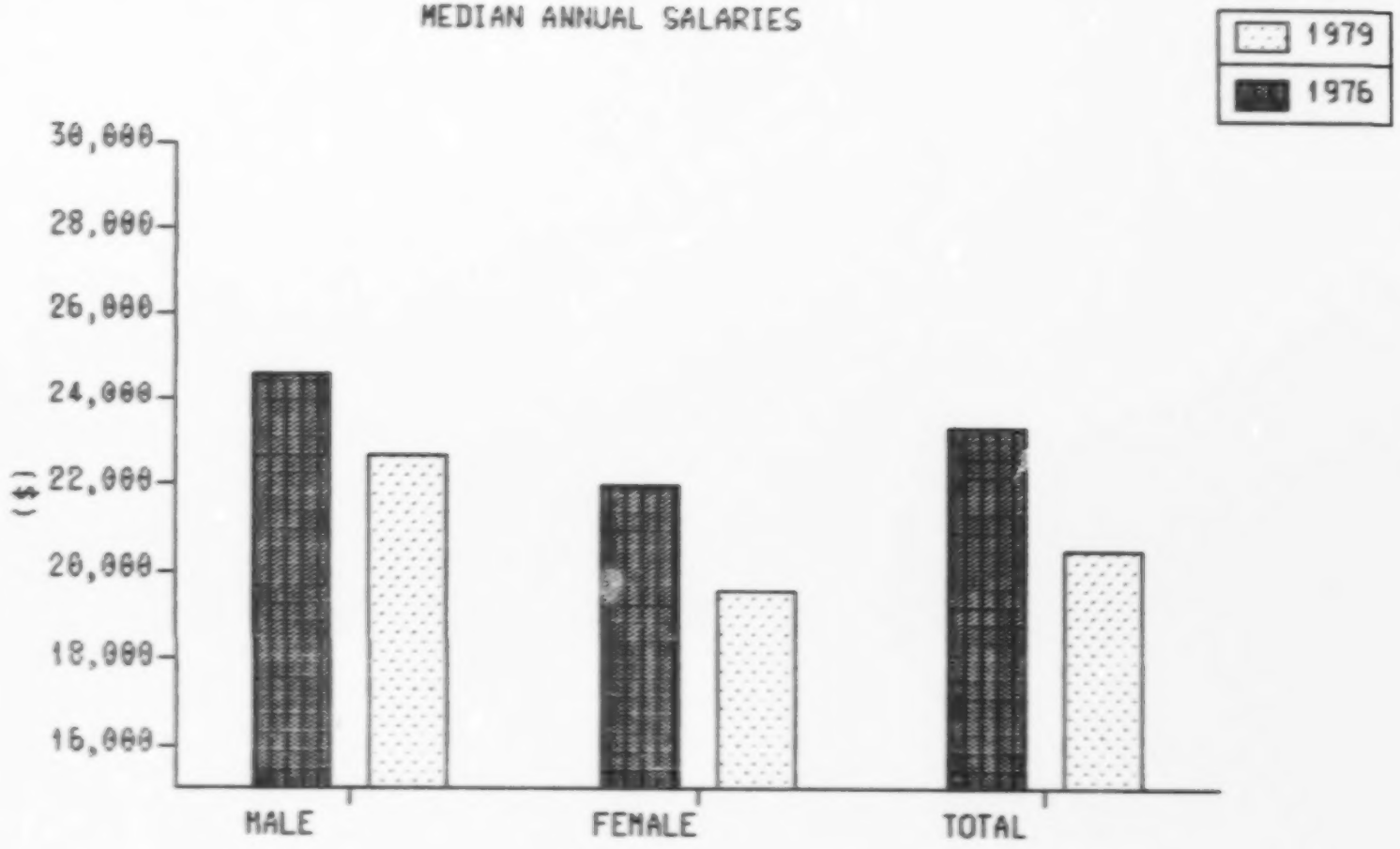
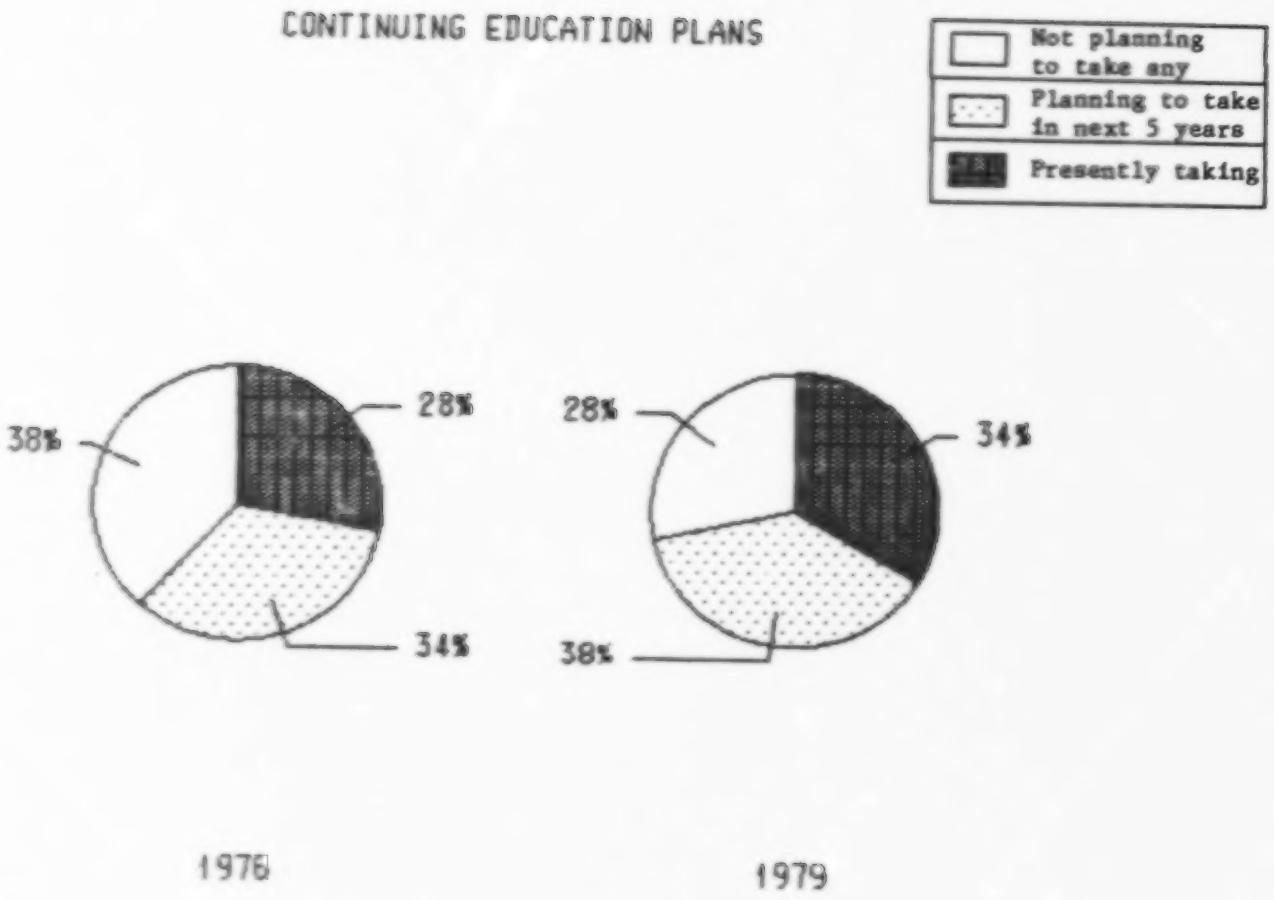

MEDIAN ANNUAL SALARIES
1979
1976
30,000
28,000
26,000
24,000
22,000
20,000
18,000
16,000
($)
MALE
FEMALE
TOTAL

FIGURE 11

CONTINUING EDUCATION PLANS



APPENDIX A

LABOUR FORCE STATISTICS

MANITOBA AND CANADA

APPENDIX A

TABLE 1

LABOUR FORCE STATISTICS

MANITOBA - ACTUAL

Time	Participation Rate (%)			Unemployment Rate (%)		
	Male	Female	Total	Male	Female	Total
June 1976	79.7	46.2	62.6	3.7	3.5	3.7
May 1977	78.4	45.8	61.8	4.7	6.0	5.2
June 1979	80.3	48.4	64.0	2.9	6.2	4.2
May 1980	80.0	51.0	65.2	5.2	6.3	5.6
July 1981	82.2	53.9	67.7	4.6	8.2	6.1

Source: 71-001, The Labour Force, Statistics Canada

APPENDIX 2

TABLE 2

LABOUR FORCE STATISTICS

CANADA - ACTUAL

Time	Participation Rate (%)			Unemployment Rate (%)		
	Male	Female	Total	Male	Female	Total
June 1976	79.8	46.0	62.6	5.7	8.2	6.6
May 1977	78.4	45.9	61.9	7.0	8.8	7.7
June 1979	80.3	49.5	64.6	5.8	8.8	7.0
May 1980	78.6	50.1	64.1	7.3	8.7	7.8
July 1981	82.0	52.9	67.2	6.1	7.8	6.8

Source: 71-001, The Labour Force, Statistics Canada

APPENDIX B

DEFINITIONS

DEFINITIONS

EMPLOYED - The employed includes all persons who at the time of the survey, reported themselves to be employed, self-employed or working for a relative (for example, on the family farm, or fishing).

EMPLOYMENT/POPULATION RATE - The employment rate represents the number of employed persons as a percentage of the total population (working age).

GEOCODE REGIONS - The geocode regions are the official regions for data collection within the Province of Manitoba. They are created by combining the census divisions in which students indicated they lived before and after training and also where they were employed.

LABOUR FORCE - The labour force is composed of that portion of the population 15 years of age and over who, at the time of the survey, were employed or unemployed and seeking work.

NOT IN THE LABOUR FORCE - That portion of the population 15 years of age and over who, at the time of the survey, were neither employed nor unemployed.

PARTICIPATION RATE - The participation rate represents the labour force as a percentage of the population 15 years and over. For this survey, it includes all persons who were working or looking for work in the period indicated as a percentage of the survey population.

UNEMPLOYED - The unemployed includes those persons who, at the time of the survey, reported themselves to be unemployed and looking for work.

UNEMPLOYMENT RATE - The unemployment rate represents the number of unemployed persons as a percentage of those survey respondents indicating themselves as part of the labour force.

APPENDIX C

UNIVERSITY OUTCOMES SURVEY

University of Manitoba
University of Winnipeg
Brandon University
Collège de Saint-Boniface

Universities Grants Commission
Department of Education
Department of Labour & Manpower

UNIVERSITY OUTCOMES SURVEY

All responses will be kept STRICTLY CONFIDENTIAL. At no time will your name be revealed. Your answers to this survey will be combined with those of other graduates and used for research purposes only.

PLEASE DO NOT WRITE IN THIS COLUMN

If name or address is not correct, please make changes on this label.

Please check appropriate circle (x) or fill in the box [3].

A. BACKGROUND INFORMATION (CHECK APPROPRIATE SPACE OR FILL IN THE BLANKS)

1. Sex ○ Male (1) ○ Female (2)

2. Year of Birth 19[ ][ ] Year

3. a) Where were you living in the year prior to entering your university program of studies?

_____Town/Municipality_____Province/Country

b) Where are you presently living?

_____Town/Municipality_____Province/Country

c) If you have moved, what is your MAIN reason for now living in a different location than where you lived prior to your university program? (check one)

○ 1 Better Job Opportunities
○ 2 Moved Closer to Work
○ 3 Had a Job Offer
○ 4 Transfer/Spouse's Transfer
○ 5 To Further Education
○ 6 Personal Reasons (Marriage, Health)
○ 7 Other (specify)_____
_____

4. Post Secondary Education and Qualifications:

List all degrees, certificates and diplomas you have earned in the order in which they were obtained starting with the first one you received.

Degree Title Abbreviated	Major Field of Study	Year Study Started	Year Qualification Obtained	Institution (Awarding Qualification)	Country (if not Canada)
example: B.Sc.	Chemistry	1967	1970	Manitoba	

PLEASE DO NOT WRITE IN THIS COLUMN

5. At the time you first enrolled in university, how important were each of the following reasons for attending university?

	Not Important			Very Important	
a) Influence of Parents or Relatives	○1	○2	○3	○4	46
b) Influence of Teachers or Counsellors	○1	○2	○3	○4	47
c) Influence of Friends	○1	○2	○3	○4	48
d) Interest in Broadening Knowledge	○1	○2	○3	○4	49
e) Higher Income Prospects	○1	○2	○3	○4	50
f) Career Prospects/Develop a New Career	○1	○2	○3	○4	51
g) No Suitable Jobs Available	○1	○2	○3	○4	52
h) Personal Development	○1	○2	○3	○4	53
i) Other (specify)_____	○1	○2	○3	○4	54

Please select the letter of the reason that was most important to you and write the letter in the box. ☐ 55

6. While at university, which of the following living arrangements reflected your situation? (check all that apply) ☐☐ 57

○1 Lived In Residence
○2 Lived With My Spouse
○3 Lived With My Parents
○4 Lived Elsewhere

7. What has been your parents' or guardians' main occupation during the last ten years? (Please use at least two words to describe his/her job, e.g. Restaurant Manager instead of Manager.) ☐☐☐☐ 61

Father:_____

Mother:_____

Guardian:_____

8. What is the highest education level attained by your mother and father?

	MOTHER	FATHER	
a) Grades 1-8	○1	○1	
b) Some High School	○2	○2	
c) High School Graduate	○3	○3	☐☐ 63
d) Trade Certificate	○4	○4	
e) Post-Secondary (e.g. Community College or Institute of Technology, Hospital Based Training, RIA, CGA)	○5	○5	☐☐ 65
f) Some University	○6	○6	
g) University Certificate or Diploma Below Bachelor Level	○7	○7	
h) Bachelor's Degree (e.g. B.A., B.Sc., L.L.B.)	○8	○8	
i) University Certificate or Diploma Above Bachelor Level	○9	○9	
j) Master's Degree(s) (e.g. M.A., M.Sc., M.Ed.)	○10	○10	
k) Earned Doctorate (e.g. Ph.D., D.Sc., D.Ed., M.D., D.M.D.)	○11	○11	

B. CRITICAL INTELLECTUAL DEVELOPMENT AT UNIVERSITY

1. In thinking over your educational development at university, how important were the following factors (check the importance of the factors on the left-hand side), and to what extent did you achieve growth in these factors (check extent of growth on the right-hand side).

IMPORTANCE (Not Important – Very Important)		GROWTH (Not At All – To A Great Extent)	PLEASE DO NOT WRITE IN THIS COLUMN I	G
○1 ○2 ○3 ○4	a) Communication Skills: Writing and speaking effectively; clear, correct and effective communication.	○1 ○2 ○3 ○4 ○5	□56	□67
○1 ○2 ○3 ○4	b) Mathematical Development: Understanding and applying mathematical and statistical techniques or concepts.	○1 ○2 ○3 ○4 ○5	□68	□69
○1 ○2 ○3 ○4	c) Reasoning Development: Applying principles of logical thinking to define problems, establish facts and draw valid conclusions.	○1 ○2 ○3 ○4 ○5	□70	□71
○1 ○2 ○3 ○4	d) Scientific Knowledge: Understanding and applying scientific principles and methods.	○1 ○2 ○3 ○4 ○5	□72	□73
○1 ○2 ○3 ○4	e) Aesthetic and Cultural: Awareness and appreciation of the literature, arts, music and drama of your own culture and others.	○1 ○2 ○3 ○4 ○5	□74	□75
○1 ○2 ○3 ○4	f) Social Growth: Developing an understanding and skills to live and interact satisfactorily with others.	○1 ○2 ○3 ○4 ○5	□76	□77
○1 ○2 ○3 ○4	g) Learning Development: Developing skills and tools to continue learning in situations following university education.	○1 ○2 ○3 ○4 ○5	□78	□79
○1 ○2 ○3 ○4	h) Critical & Conceptual Thinking: Analyzing complex issues, examining contrary views, and integrating information into concepts and ideas.	○1 ○2 ○3 ○4 ○5	□80	□11

2. Indicate the importance of each goal statement to you (check the importance on the left-hand side) and the extent to which you feel that you have achieved these goals (check extent of goal achievement on the right-hand side).

IMPORTANCE OF GOALS (Not Important – Very Important)		ACHIEVEMENT OF GOALS (Not At All – To A Great Extent)	I	A
	Academic Goals			
○1 ○2 ○3 ○4	a) To increase my knowledge or understanding in an academic field.	○1 ○2 ○3 ○4 ○5	□12	□13
○1 ○2 ○3 ○4	b) To obtain a degree.	○1 ○2 ○3 ○4 ○5	□14	□15
○1 ○2 ○3 ○4	c) To prepare for further education.	○1 ○2 ○3 ○4 ○5	□16	□17
	Career Preparation Goals			
○1 ○2 ○3 ○4	d) To discover career interests.	○1 ○2 ○3 ○4 ○5	□18	□19
○1 ○2 ○3 ○4	e) To prepare for a career.	○1 ○2 ○3 ○4 ○5	□20	□21
○1 ○2 ○3 ○4	f) To formulate long-term career plans and/or goals.	○1 ○2 ○3 ○4 ○5	□22	□23

2. IMPORTANCE of GOALS (Not Important ... Very Important) / ACHIEVEMENT of GOALS (Not At All ... To a Great Extent)

			PLEASE DO NOT WRITE IN THIS COLUMN	
			I	A
	Job or Career Improvement Goals			
○1 ○2 ○3 ○4	g) To improve my knowledge, technical skills and competencies for my job or career.	○1 ○2 ○3 ○4 ○5	□24	□25
○1 ○2 ○3 ○4	h) Basis for improved social or economic status.	○1 ○2 ○3 ○4 ○5	□26	□27
	Social and Cultural Goals			
○1 ○2 ○3 ○4	i) To meet people and make friends.	○1 ○2 ○3 ○4 ○5	□28	□29
○1 ○2 ○3 ○4	j) To increase my appreciation of art, music, literature, and other cultural expression.	○1 ○2 ○3 ○4 ○5	□30	□31
○1 ○2 ○3 ○4	k) To increase my understanding of different philosophies, cultures and ways of life.	○1 ○2 ○3 ○4 ○5	□32	□33
○1 ○2 ○3 ○4	l) To become involved in social and political concerns.	○1 ○2 ○3 ○4 ○5	□34	□35
	Personal Development and Enrichment Goals			
○1 ○2 ○3 ○4	m) To increase my self-confidence.	○1 ○2 ○3 ○4 ○5	□36	□37
○1 ○2 ○3 ○4	n) To improve my ability to think for myself and make decisions.	○1 ○2 ○3 ○4 ○5	□38	□39
○1 ○2 ○3 ○4	o) To improve my ability to get along with others.	○1 ○2 ○3 ○4 ○5	□40	□41
○1 ○2 ○3 ○4	p) To increase my desire and ability to undertake self-directed learning.	○1 ○2 ○3 ○4 ○5	□42	□43

C. POST-EDUCATION ACTIVITIES

1. What was your main employment activity for the following dates? (mark one X only for each time period)

	One MONTH After Graduation	One YEAR After Graduation		
Employed Full-Time	○1	○1		
Unemployed and Looking for Work	○2	○2	□44	□45
Taking Further Education or Training	○3	○3		
Full-Time Family Responsibilities	○4	○4		
Other (specify)_____	○5	○5		

PLEASE DO NOT WRITE IN THIS COLUMN

2. Employment Activities Since Leaving University:

	Job	How Many Months	Duties Involved	Reason For Leaving*	Degree of Satisfaction**
First					
Second					
Third					
Fourth					
Fifth					
Sixth					
Seventh					
Eighth					

49 | 51 | 52 | 53 | 55 | 56 | 57 | 59 | 60 | 61 | 63 | 64 | 65 | 67 | 68 | 69 | 71 | 72 | 73 | 75 | 76 | 77 | 79 | 80 | 11

* Reason for Leaving (insert number)

1. I got a job I liked better.
2. I was laid-off.
3. I wanted to use my training.
4. I moved to another city/town/province.
5. I was promoted.
6. I got a job with more pay.
7. Any other reason.

** Degree of Satisfaction (insert number)

1. A great deal.
2. Quite a bit.
3. Some.
4. Not very much.
5. None at all.

15

3. Check the category which best describes your present situation (i.e., Employed, Unemployed) and then proceed to the appropriate section.

Your present situation is best described as:

○ 1 Employed ——→ (GO TO SECTION D)
○ 2 Unemployed and Looking for Work ——→ (GO TO SECTION E)
○ 3 Taking Further Education or Training ——→ (GO TO SECTION F)
○ 4 Full-Time Family Responsibilities ——→ (GO TO SECTION F)
○ 5 Other (specify) _____ ——→ (GO TO SECTION F)

16

D. IF YOU ARE PRESENTLY EMPLOYED PLEASE ANSWER THESE QUESTIONS

1. What is your occupation? (Identify your occupation using at least <u>two words</u>, e.g. Electrical Engineer instead of Engineer).

Occupation: _____ 20

Job Description: _____ 24

Name of Company/Firm/Individual Employing: _____

Type of Industry: _____ 29

Town and Province: _____ 31

2. At your present rate of income from your current employment, what would be your income on an annual basis? Individuals who are self-employed should report anticipated net annual income before taxes.

PLEASE DO NOT WRITE IN THIS COLUMN

33

○ 1 Less than $7,000	○ 8 $17,000 to $17,999	○ 15 $24,000 to $24,999
○ 2 $7,000 to $8,999	○ 9 $18,000 to $18,999	○ 16 $25,000 to $25,999
○ 3 $9,000 to $10,999	○ 10 $19,000 to $19,999	○ 17 $26,000 to $26,999
○ 4 $11,000 to $12,999	○ 11 $20,000 to $20,999	○ 18 $27,000 to $27,999
○ 5 $13,000 to $14,999	○ 12 $21,000 to $21,999	○ 19 $28,000 to $29,999
○ 6 $15,000 to $15,999	○ 13 $22,000 to $22,999	○ 20 $30,000 to $34,999
○ 7 $16,000 to $16,999	○ 14 $23,000 to $23,999	○ 21 $35,000 or more

3. How many hours per week do you usually work?

○ 1 Full-Time (30 hours or more per week) ○ 2 Part-Time (Less than 30 hours per week) 34

4. Express the degree of satisfaction or dissatisfaction you feel concerning your present job for each of the following:

	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	
a) About your job in general	○ 1	○ 2	○ 3	○ 4	35
b) Your salary/earnings	○ 1	○ 2	○ 3	○ 4	36
c) The status/rank of your position	○ 1	○ 2	○ 3	○ 4	37
d) Your involvement in decision-making participation within the firm or organization	○ 1	○ 2	○ 3	○ 4	38
e) Promotion/career opportunities of the job	○ 1	○ 2	○ 3	○ 4	39
f) Job security	○ 1	○ 2	○ 3	○ 4	40
g) Challenge of the job	○ 1	○ 2	○ 3	○ 4	41

5. When you were looking for your current job, how important was it to you to find a job which was related to your field of study?

○ 1 Important ○ 2 Desireable, but not necessary ○ 3 Not Important 42

6. Which of the following describes your job? (check one only)

○ 1 Job required the specific degree I obtained as a qualification.
○ 2 Job required a university degree, but not necessarily from my particular field of study.
○ 3 Job did not require a university degree. 43

7. Can you apply what you have learned from your chosen field of study to this job?

○ 1 Yes, to a large extent ○ 2 Yes, to some extent ○ 3 No, not at all 44

8. Are you actively seeking another job (e.g. job interviews, applications, etc.)?

○ 1 Yes ○ 2 No 45

GO TO SECTION F

E. TO BE ANSWERED BY THOSE WHO ARE CURRENTLY UNEMPLOYED

PLEASE DO NOT WRITE IN THIS COLUMN

1. What do you perceive to be the main reason you do not have a job right now? (check one only)

- ◯ 1 Taking a period of vacation leisure/travel/rest
- ◯ 2 Attending to home or household duties
- ◯ 3 Shortage of jobs related to my qualifications
- ◯ 4 Lack of work experience
- ◯ 5 Need more training
- ◯ 6 At this time of year, chances of finding a job are low
- ◯ 7 Unwilling to relocate
- ◯ 8 Sickness or handicap
- ◯ 9 Other (specify) _____

_____ ☐ 46 ☐ 47

2. Have you actively sought work in the last four weeks (e.g. job interviews, applications, etc.)?

◯ 1 Yes ◯ 2 No ☐ 48

3. Would assistance in the following areas help you find a job? (check as many services as required)

	Yes	No		Yes	No
Career Counselling	◯ 1	◯ 2	Job Placement Services	◯ 1	◯ 2
Job Search Techniques	◯ 1	◯ 2	Retraining (specify area)	◯ 1	◯ 2

_____

☐ 49 ☐ 50 ☐ 51 ☐ 52 ☐☐ 54

F. CONTINUING EDUCATION

1. Are you presently taking or planning to take any further education or training? (e.g. CA, RIA, Master's Degree)

◯ 1 Presently taking ◯ 2 Planning to take in next five years ◯ 3 Not planning to take any → Go to Section G ☐ 55

2. If presently taking or planning to take further education or training please specify:

Course: _____ ☐☐ 57

Institution: _____ ☐☐ 59

Location: _____ ☐☐☐ 62

3. Would this be: ◯ 1 Full-Time ◯ 2 Part-Time/Evening ◯ 3 On-the-job Training ☐ 63

4. Is this education you are presently taking or planning to take (check one):

- a) A further degree in your own area (e.g. Master's, Ph. D.) ◯ 1
- b) A further degree in another area ◯ 2
- c) Professional certificate (e.g. CA, CGA, RIA) ◯ 3
- d) Community college training ◯ 4
- e) University continuing education non-credit programs ◯ 5
- f) Other training (specify) _____ ◯ 6

_____

☐ 64 ☐☐ 66

G. SOCIAL/COMMUNITY/PROFESSIONAL PARTICIPATION

1. Do you participate in any of the following organizations? (Please check all organizations, time spent and position held.)

PLEASE DO NOT WRITE IN THIS COLUMN

Organization	Time Spent Per Month		Positions or Offices Held e.g. President, Treasurer, Coach		
	Less Than 10 Hours	10 Hours or More	Yes	No	
Recreation, Sports or Community Organizations (e.g. community clubs, service groups, United Way)	○1	○2	○1	○2	☐ 67 ☐ 68
Special Interest (e.g. women's groups, PTA)	○1	○2	○1	○2	☐ 69 ☐ 70
Political/Civic (e.g. political parties, Chamber of Commerce)	○1	○2	○1	○2	☐ 71 ☐ 72
Professional (e.g. professional engineers association)	○1	○2	○1	○2	☐ 73 ☐ 74
Work (e.g. union)	○1	○2	○1	○2	☐ 75 ☐ 76

2. Reflecting back upon your university experience, are you satisfied with your decision to attend university and obtain your degree/diploma/certificate?

○1 Yes, satisfied with choosing university.
○2 No, could have made better use of my time. ☐ 77

3. Given your experience since completing the requirements for your university degree/diploma/certificate, which of the following best describes your current attitude toward your program choice? (check one only)

○1 Basically satisfied with the choice I made.
○2 A different program leading to a university degree/diploma would have been more beneficial.
○3 A technical school or community college could have provided me with equivalent or better skills. ☐ 78
○4 On-the-job training would have been equally or more beneficial than my program of studies at the university.

4. Any comments? _____

_____

_____

THANK YOU FOR COMPLETING THIS QUESTIONAIRE

PLEASE PLACE IN ENCLOSED POSTAGE PAID RETURN ENVELOPE

APPENDIX D

SURVEY RESPONSE RATES

APPENDIX D

SURVEY RESPONSE RATES

UNIVERSITY OUTCOMES SURVEY

RESPONSE RATES

1976 GRADUATES

UNIVERSITY OF MANITOBA 1976

Faculty	Degree	Number Surveyed	Non-Locates	Total Response	Response Rate (%)
Admin. Studies	B.COMM.HON.	252	12	82	34.2
Agriculture	B.S.A.	48	1	23	48.9
	DIP.AGRIC.	46	3	22	51.2
		94	4	45	50.0
Arts	B.A.	338	28	103	33.2
	B.ED.	16	1	8	53.3
	B.A.HONS.	56	5	18	35.3
		410	34	129	34.3
Dental Hygiene	DIP.D.HYG.	26	2	10	41.7
Dentistry	D.M.D.	29	3	9	34.6
Education	B.ED.	133	6	71	55.9
	CERT.ED.	111	6	45	42.9
	B.PED.	54	2	35	67.3
		298	12	151	52.8
Engineering	B.SC.AE.	3	1	1	50.0
	B.SC.CE.	57	1	21	37.5
	B.SC.EE.	37	-	20	54.1
	B.SC.GE.	7	1	5	83.3
	B.SC.ME.	36	3	11	33.3
		140	6	58	43.3
Env. Studies	B.ES.	53	6	15	31.9
Fine Arts	B.F.A.	35	4	8	25.8
	DIP.ART.	6	-	2	33.3
	B.F.A. HONS.	25	-	6	24.0
		66	4	16	25.8

UNIVERSITY OF MANITOBA continued

	Degree	Number Surveyed	Non-Locates	Total Response	Response Rate (%)
Grad. Studies	M.A.	49	6	24	55.8
	M.ARCH.	19	3	3	18.8
	M.B.A.	38	-	13	34.2
	M.C.P.	7	-	2	28.6
	M.E.D.	33	2	18	58.1
	M.S.C.	73	10	20	31.7
	M.S.W.	2	-	1	50.0
	PH.D.	62	8	19	35.2
	M.ENG.	1	-	-	0.0
	MNRM	7	2	3	60.0
		291	31	103	39.6
Human Ecology	B.HEC.	58	-	24	41.4
Interior Design	B.I.D.	45	2	10	23.3
Law	LLB	50	3	8	17.0
Medical Rehab.	B.O.T.	3	1	1	50.0
	B.P.T.	21	4	5	29.4
	DIP.O.T.	17	-	5	29.4
	DIP.P.T.	35	-	18	51.4
		76	5	29	40.8
Medicine	M.D.	103	9	21	22.3
Music	B.MUS.	12	3	2	20.0
	B.MUS.PERF.	3	-	-	-
		15	3	2	16.7
Nursing	B.N.	87	6	41	50.6
Pharmacy	B.SC.PHARM.	40	1	16	41.0
Phys. Education	B.P.E.	39	1	14	36.8

UNIVERSITY OF MANITOBA continued

Faculty	Degree	Number Surveyed	Non-Locates	Total Response	Response Rate (%)
Science	B.SC.	117	6	49	44.1
	B.SC.HONS.	48	1	22	46.8
		165	7	71	44.9
Social Work	B.S.W.	46	3	17	39.5
TOTAL		2383	154	870	39.0

COLLEGE UNIVERSITAIRE DE SAINT BONIFACE

Faculty	Degree	Number Surveyed	Non-Locates	Total Response	Response Rate (%)
Arts	B.ESA.	32	-	16	50.0
	B.A.LAT.PH.	11	-	6	54.5
	B.A.SPEC.	1	-	-	0.0
		44	-	22	50.0
Education	CERT.ED.	17	1	6	37.5
	B.EN.EB.	3	-	2	66.7
		20	1	8	42.1
Science	B.ES.SC.	3	-	1	33.3
TOTAL		67	1	31	46.2

UNIVERSITY OF WINNIPEG

Faculty	Degree	Number Surveyed	Non-Locates	Total Response	Response Rate (%)
Arts	B.A.	148	-	77	52.0
	B.A.H.	39	-	22	56.4
	B.ED.	25	-	16	64.0
		212	-	115	54.2
Science	B.SC.	56	-	29	51.7
	B.SC.4.	4	-	3	75.0
		60	-	32	53.3
TOTAL		272	-	147	54.0

BRANDON UNIVERSITY

Faculty	Degree	Number Surveyed	Non-Locates	Total Response	Response Rate (%)
Arts	B.A.	76	2	40	54.1
BGS	B.G.S.	22	2	8	40.0
Education	B.ED.	51	3	29	60.4
	B.T.	92	3	48	53.9
		143	6	77	56.2
Music	B.MUS.	18	-	12	66.7
Science	B.SC.	44	-	21	47.7
TOTAL		303	10	158	53.9

	Number Surveyed	Non-Locates	Total Response	Response Rate (%)
University of Manitoba	2383	154	870	39.0
University of Winnipeg	272	-	147	54.0
Brandon University	303	10	158	53.9
College Universitaire De Saint Boniface	67	1	31	46.2
Total	3025	165	1206	42.2

UNIVERSITY OUTCOMES SURVEY

RESPONSE RATES

1979 GRADUATES

UNIVERSITY OF MANITOBA 1979

Faculty	Degree	Number Surveyed	Non-Locates	Total Response	Response Rate (%)
Admin. Studies	B.COMM.HON.	254	20	116	49.6
Agriculture	B.S.A.	60	3	27	47.4
	DIP.AGRIC.	51	4	23	48.9
	DIP.DAIRY.	7	-	4	57.1
		118	7	54	48.6
Arts	B.A.	314	13	159	52.8
	B.ED.	16	1	10	66.7
	B.A.HONS.	37	1	23	63.9
		367	15	192	54.5
Dental Hygiene	DIP.D.HYG.	25	-	11	44.0
Dentistry	D.M.D.	27	4	7	30.4
Education	B.ED.	152	3	74	49.7
	CERT.ED.	57	3	26	48.1
	B.PED.	31	2	21	72.4
		240	8	121	52.2
Engineering	B.SC.AE.	4	-	2	50.0
	B.SC.CE.	78	6	24	33.3
	B.SC.EE.	69	7	34	54.8
	B.SC.GE.	4	-	-	0.0
	B.SC.ME.	53	3	20	40.0
		208	16	80	41.7
Env. Studies	B.ES.	73	9	39	60.9
FINE ARTS	B.F.A.	29	2	11	40.7
	DIP.ART.	4	-	4	100.0
	B.F.A.HONS.	16	1	9	60.0
	B.F.A.(A.H.)	6	-	3	50.0
	B.F.A.(H)A.H.	2	-	1	50.0
		57	3	28	51.9

UNIVERSITY OF MANITOBA continued

Faculty	Degree	Number Surveyed	Non-Locates	Total Response	Response Rate (%)
Grad Studies	M.A.	39	4	17	48.6
	M.ARCH.	28	2	5	19.2
	M.B.A.	20	-	8	40.0
	M.C.P.	9	2	3	42.9
	M.E.D.	49	1	29	60.4
	M.S.C.	66	10	29	51.8
	M.S.W.	9	-	6	66.7
	PH.D.	62	5	26	45.6
	M.ENG.	13	-	1	7.7
	MNRM	18	4	4	28.6
	M.L.ARCH.	6	-	3	50.0
	M.P.A.	3	-	1	33.3
		322	33	132	45.7
Human Ecology	B.HEC.	39	-	17	43.6
Interior Design	B.I.D.	51	5	14	30.4
Law	LLB	62	1	19	31.1
Medical Rehab.	B.O.T.	7	-	6	85.7
	B.P.T.	22	1	10	47.6
	B.MR.O.T.	13	1	7	58.3
	B.MR.P.T.	15	-	8	53.3
		57	2	31	56.4
Medicine	M.D.	90	3	35	40.2
Music	B.MUS.	17	1	5	31.2
	B.MUS.PERF.	4	-	3	75.0
	B.MUS.COMP.	1	-	-	-
		22	1	8	38.1
Nursing	B.N.	60	6	23	42.6

UNIVERSITY OF MANITOBA continued

Faculty	Degree	Number Surveyed	Non-Locates	Total Response	Response Rate (%)
Pharmacy	B.SC.PHARM.	33	2	17	54.8
Phys. Education	B.P.E.	39	1	19	50.0
Science	B.SC.	111	3	51	47.2
	B.SC.HONS.	53	1	29	55.8
		164	4	80	50.0
Social Work	B.S.W.	58	3	28	50.9
TOTAL		2366	143	1070	48.1

COLLEGE UNIVERSITAIRE DE SAINT BONIFACE

Faculty	Degree	Number Surveyed	Non-Locates	Total Response	Response Rate (%)
Arts	B.ESA.	20	2	10	55.6
	B.A.LAT.PH.	13	-	5	38.4
	B.A.SPEC.	1	-	1	100.0
		34	2	16	50.0
Education	B.EN.EB.	17	1	10	62.5
	CERT.EN.ED.	16	-	10	62.5
		33	1	20	62.5
Science	B.ES.SC.	2	-	1	50.0
TOTAL		69	3	37	56.1

UNIVERSITY OF WINNIPEG

Faculty	Degree	Number Surveyed	Non-Locates	Total Response	Response Rate (%)
Arts	B.A.	199	-	109	54.8
	B.A.H.	44	-	27	61.3
	B.ED.	59	-	34	57.6
		302	-	170	56.3
Science	B.SC.	41	-	28	68.2
	B.SC.4.	11	-	10	90.9
	B.SC.H.	1	-	-	0.0
		53	-	38	71.7
TOTAL		355	-	208	58.6

BRANDON UNIVERSITY

Faculty	Degree	Number Surveyed	Non-Locates	Total Response	Response Rate (%)
Arts	B.A.	64	4	31	51.6
	B.A.S.	1	-	-	0.0
		65	4	31	50.8
BGS	B.G.S.	50	1	24	49.0
EDUCATION	B.ED.	55	1	34	63.0
	B.T.	70	1	39	56.5
		125	2	73	59.3
Music	B.MUS.	17	-	9	52.9
Science	B.SC.	59	1	32	55.2
TOTAL		316	8	169	54.9

	Number Surveyed	Non-Locates	Total Response	Response Rate (%)
University of Manitoba	2366	143	1070	48.1
University of Winnipeg	355	-	208	58.6
Brandon University	316	8	169	54.9
College Universitaire De Saint Boniface	69	3	37	56.1
TOTAL	3106	154	1484	50.3